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**SAINT  
MICHAEL'S  
COLLEGE  
1989-1990  
GRADUATE  
CATALOGUE**

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SAINT MICHAEL'S COLLEGE  
WINOOSKI PARK  
COLCHESTER, VERMONT 05439

**SAINT MICHAEL'S COLLEGE**  
Winooski Park  
Colchester, Vermont 05439  
(802) 655-2000

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Saint Michael's College is accredited by the New England Association of Schools and Colleges. The College is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Association of American Colleges, the National Catholic Educational Association, the College Entrance Examination Board, the New England Colleges Fund, the Vermont Higher Education Council and the Association of Vermont Independent Colleges.

Saint Michael's believes in . . . and practices . . . nondiscrimination. It does not, and will not in the future, discriminate against applicants for admission or for employment, students or employees on the basis of race, national or ethnic origin, color, religion, age, sex or handicap.

Saint Michael's reserves the right to change various prices and policies without prior notice. The College will, however, make every effort to notify schools, students and prospective students of significant changes.



# Saint Michael's College

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## GRADUATE CATALOGUE 1989-1990

WINOOSKI PARK  
COLCHESTER • VERMONT • 05439





## SAINT MICHAEL'S COLLEGE

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### STATEMENT OF PURPOSE

Saint Michael's College, founded in 1904 by the Society of Saint Edmund and conducted under its auspices, is a Catholic institution of higher education in the liberal arts tradition. Saint Michael's College is an independent nonprofit educational institution chartered by the State of Vermont. The mission of Saint Michael's College is to contribute to the development of human culture and enhancement of the human person in the light of the Catholic faith.

Saint Michael's College strives to be an academic community which promotes the pursuit of truth, the development of virtue and high levels of excellence in all its academic, social and religious programs with a view to bettering the human condition. Saint Michael's College shall endeavor to conduct its various programs in accordance with policies that are consistent with the principles of the Catholic faith, especially those of truth, justice and charity, and to promote these principles, in fulfillment of its mission, throughout the world. Saint Michael's College seeks to enrich the knowledge of Catholicism in its various dimensions and in relationship to various disciplines and fields of knowledge, and to promote the moral and spiritual development of the entire College community.

### MESSAGE FROM PAUL J. REISS, PRESIDENT

"The graduate programs of Saint Michael's College are important in the mission of the College. It is the purpose of Saint Michael's to provide quality higher education not only as a service to students, but also through those students to benefit the community and the society generally. Each of the graduate programs at Saint Michael's was established because the College possessed the personnel, facilities and resources which, through an academic program, would be brought to bear on a specific educational need. The programs in Administration, Education and Clinical Psychology serve primarily local and state community needs with the Theology and Pastoral Ministry program and the Teaching English program enrolling students from the nation and the world. In conducting its graduate programs, Saint Michael's will continue to develop these programs for which the resources of the college can effectively address a definite need for graduate education. Despite the diverse nature of our graduate programs, they are united in a common commitment to academic excellence. Graduate students and faculty will recognize, I hope, their common interests in graduate level academic pursuits and will play an increasingly active role in the life of Saint Michael's College. The College will, indeed, benefit from full participation of its graduate students and faculty in its academic community."

### ABOUT SAINT MICHAEL'S COLLEGE

Saint Michael's College was opened in 1904 by the Fathers of the Society of Saint Edmund, a religious congregation organized in France in 1843 and active in education since 1875. Having come to the United States in the late nineteenth century, the Edmundites founded the College in Winooski Park, Vermont, near Burlington and between Lake Champlain and the Green Mountains.

The College was combined with a high school in those early years. In 1931, however, the high school was discontinued. During these years, the College itself was growing slowly and by World War II had reached an enrollment of about twenty five students.

After the War, the College expanded rapidly toward its present enrollment of about 1600 students. To accommodate the increased numbers, the College administration transported to the campus a large number of wooden buildings from Fort Ethan Allen.

Saint Michael's College underwent further changes which made the 1970's a new phase in its history. One of the most important changes was a new relationship between the College and the Edmundites.

The Edmundites, through most of the College's history, provided its administrative officers and many of its faculty. Edmundite expansion into missionary work in the southern United States, in South America, and in Canada, however, absorbed many of their men. For



the welfare of the College they made provision, therefore, that the president of Saint Michael's College need no longer be an Edmundite. As a result, Dr. Bernard L. Boutin, a layman, became president in June, 1969. The current President is Dr. Paul J. Reiss, Ph.D., an outstanding educator and the third lay President in College history. He is, of course, responsible to the Board of Trustees. Their influence in the operation of the College has thus been preserved.

Recent years have witnessed a spurt of construction on campus. The Bergeron Education Center has provided additional faculty office and classroom space while the construction of Hodson Hall and the Townhouse Apartments has provided additional housing for students.

The growth that characterized the 1970's has spilled over into the decade of the 80's. The decade opened with opportunity for introspection through the self-study required for reaccreditation by the New England Association of Schools and Colleges. That reaccreditation was granted for ten years, a gesture of confidence received by only fifteen of the twenty-nine institutions reaccredited that year; planning for the future continues full speed.

A strong commitment to academic excellence is evidenced by the construction of a major academic facility on Main Campus. This attractive L-shaped building Saint Edmund's Hall, named for the patron saint of the Edmundite Order, connects Cheray and Jemery Halls to form an academic quadrangle. The building features state-of-the-art audiovisual facilities and computer-assisted instruction, as well as faculty offices and classrooms of various sizes. The adjoining courtyard formed by the buildings provides a beautiful area for outdoor classes, receptions, and other uses.

## **GRADUATE STUDIES AT SAINT MICHAEL'S COLLEGE**

Saint Michael's College has been active in Graduate Education for over 40 years. From 1940 to 1959, a variety of Master's level programs were offered including a Master of Education degree; Master's of Arts degrees in English, French, History, Latin and Sociology; and Master's of Science degrees in Biology, Chemistry and Mathematics. These early programs were offered only in the summer and generally were directed to training religious and other teachers serving in Catholic schools.

By the mid-1960's, most of these early programs were phased out. However, the M.Ed. was continued, and the 1960's saw the initiation of the Master of Arts in Theology (1962) and the Master of Arts in Teaching English as a Second Language (1963).

In 1979, the Master of Science in Administration degree was added to Saint Michael's graduate offerings. During this time, graduate courses were also offered on a year-round basis in order to meet the needs and interests of the growing numbers of students who wished to pursue advanced studies at the College. In addition, a number of educational options such as certificate programs, summer institutes and special workshops were developed to broaden opportunities for specialized study. In the 1970's, the Master of Science in Counseling degree was developed and in 1983 evolved into the Master of Arts in Clinical Psychology.

At present, almost 550 students are enrolled on a part- or full-time basis in five continuing graduate programs. In general, Saint Michael's graduate programs focus on the development of practical as well as theoretical skills and the preparation of professionals whose interests lie in community, educational or public service.

## **GRADUATE STUDIES EDUCATIONAL PURPOSE**

The Graduate programs at Saint Michael's exemplify the Saint Michael's College tradition of quality education that prepares students to contribute to both a chosen field of study and the social community. Saint Michael's programs respond to educational needs in Vermont, nationally and internationally by providing practitioner-oriented programs in a variety of fields. In these professional fields of study, students are expected to achieve a level of competence and scholarship that will mark them as leaders. Saint Michael's graduate programs provide opportunities for lifelong learning, giving students and faculty the chance to share a process of educational and social growth meant to enrich both professional and personal experiences, and the academic environment. It is hoped that Saint Michael's graduate students, faculty and staff will also strive to reflect the moral values of the College in all aspects of their professional and personal lives, not only on the campus and in the workplace, but in church and service affiliations, in political participation, in family and neighborhood interactions, and in contacts with people from different countries and cultures.



## THE CAMPUS

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The Saint Michael's campus shares and cherishes an environment that is by any standard beautiful. Mount Mansfield, Vermont's tallest peak rises out of the morning mist to the east; and the view of the sun setting over Lake Champlain and the Adirondacks is often spectacular. Saint Michael's hilltop overlooks the winding Winooski River and covers a landscaped 430 acres, divided into the Main and North Campuses.

**THE MAIN CAMPUS** In the beginning Saint Michael's College was a mere farmhouse on the site where *Founders Hall* now stands. Founders Hall at one time housed each of the College functions including dorm space, dining hall, gym and classrooms. It now doubles as a residence hall and administrative office space. The bell tower atop Founders has long served as a symbol of Saint Michael's College.

*Jemery Hall* is a classroom and administrative building. The academic computer, a Digital VAX 11/780, and many terminals for student use are also located in Jemery Hall. The **Graduate Studies Office, Graduate Theology and Pastoral Ministry Office, and the Financial Aid Office** are on the ground floor of Jemery.

Recently completed Saint Edmund's Hall is an attractive three-story L-shaped academic building that connects Cheray and Jemery Halls to form an academic quadrangle. Instructional space in the new 70,000 square foot building meets high academic standards. Modern audiovisual capabilities and computer-assisted instruction provide support for all academic programs.

*Klein Center* houses the undergraduate Admissions Office and Student Resource Center.

*Jeremiah Durck Library*, a library in the round, is designed to provide a comfortable place to study and use information resources. It accommodates about 500 readers and provides a number of small rooms for group or individual study.

The library, the third largest in Vermont, contains over 150,000 volumes of bound books and periodicals, as well as an additional 76,000 volumes on microfilm. Periodical subscriptions number 1,800. There are about 40,000 items of non-conventional library materials such as slides, filmstrips, motion pictures, maps, musical scores, pamphlets, tapes and disc recordings.

Also housed in the library are terminals for the VAX 11/780 mainframe computer and work processing computers for student use.

Through the Media Center, the library provides audio-visual service for the classroom as well as for extracurricular activities. A regular staff of fifteen librarians provides service more than 100 hours per week when classes are in session.

In the event that a student cannot find material he or she needs, the Durick library participates in an inter-library loan program within the state and with other libraries nationwide.

The *Michael and Margaret McCarthy Arts Center* is the cultural center of the campus. The fine arts have long been of interest to students and the McCarthy Arts Center provides a wonder facility for their use. Among other capabilities, the center contains one of the most modern and well-equipped theaters in the nation. The proscenium type theater is the scene of many student and professional productions, including a summer stock program with Equity Actors.

Music is another major emphasis at the McCarthy Arts Center. Acoustically, the recital hall is very refined and, in addition to providing a superb auditorium for visiting vocal and instrumental artists, the recital hall gives students and student groups the opportunity to perform on campus. The building contains music practice rooms, a recording booth and electronic recording equipment for student and instructional use.

The College's center of athletic activity is the *Vincent C. Ross Sports Center*. Included in the building are a 3,600 seat gymnasium with three full basketball courts, two volleyball courts and three badminton courts. During the winter months, the sports center also houses a roll-out tennis court.

In other areas of the sports center are an NCAA regulation six-lane swimming pool with

1-and 3-meter diving boards, fully equipped men's and women's locker rooms, complete training facilities, and a weight and exercise room. Surrounding the Ross Center are fields for soccer, baseball, field hockey, lacrosse and softball, as well as outdoor tennis courts and a hockey rink in the winter.

**Bergeron Education Center** features a modular classroom that can be adjusted in size according to the individual situation, faculty offices and seminar room.

**Alumni, Joyce, Lyons, Ryan and Hodson Hall** are residence halls as are the **Townhouse Apartments** for residing students.

**Alliot Student Center** houses the main dining hall, the snack bar and the gift shop along with the Rathskeller, licensed by the state to sell beer and wine.

The **Chapel of Saint Michael the Archangel** is the spiritual center of the campus. Sunday Mass attracts capacity crowds and participation in many aspects of the liturgy is encouraged. Contemporary in design, the chapel seats 1,000.

**Joyce Hall** accommodates a Post Office and the Bookstore is located in the basement of **Alumni Hall**.

## THE NORTH CAMPUS

The North Campus was at one time an army fort built to protect the area from the threat of an invasion from the North. This historic landmark now provides space for a number of organizations, including Saint Michael's College. Once known as Fort Ethan Allen, North Campus is located just one mile from the Main Campus. A free shuttle bus connects each campus.

The **Sloane Art Center** provides studios for painting, sculpting, drawing and graphics, and offices for AFROTC.

Other facilities on the North Campus include a theater and the fire station. Also housed on North Campus are the studios of the Vermont Public Radio Station for the northern part of the state.



## ADMISSION TO GRADUATE STUDY

Saint Michael's College seeks graduate students who possess qualities of intellect and character that will enable them to benefit from and contribute to a rigorous program of advanced studies. Each applicant is judged on individual merit without regard for race, color, creed, sex, age, religion, and national or ethnic origin. An otherwise qualified individual will not be excluded from admission solely by reason of his/her handicap.

All persons applying for graduate study, including certificate programs, must complete the entire admissions process. An admissions packet containing all the necessary instructions and forms is available upon request from the Office of Graduate Studies or from the respective graduate program.

The decision to admit a student to graduate study is made by program directors in consultation with the Vice-President for Academic Affairs. All persons seeking admission to graduate study should confer with the program director or faculty advisor before a final admissions decision is made.

## APPLICATION PROCEDURES

International students should also refer to "Admissions Procedures for International Students," which describes additional admissions procedures and requirements for applicants who are not citizens of the United States.

### 1. *Application for Admission to Graduate Study*

Applicants must complete an application for admission to a graduate program and return it to the Office of Graduate Studies or to the appropriate graduate program together with the non-refundable application fee.

### 2. *Transcripts*

Applicants must have an official transcript sent directly from the college or university granting the bachelor's degree to the Office of Graduate Studies or to the appropriate graduate program. Official transcripts should also be sent reflecting records of any graduate work previously undertaken or completed.

### 3. *Letters of Recommendation*

An applicant for admission must submit names and addresses of two individuals who can recommend the applicant for graduate work, unless a respective graduate department does not have this requirement.

### 4. *Test Scores*

Applicants should review individual program requirements to determine whether the graduate program to which they are applying requires submission of standard test scores.

### 5. *Specific Program Requirements*

Some of the College's advanced degree and certificate programs have requirements for admission in addition to the general requirements for admission listed here.

### 6. *Notification of Admission Decision*

Applicants are notified of the admissions decision soon after their file is complete and all requirements of the admission process have been satisfied.

## REQUIREMENTS FOR ADMISSION

Persons may be admitted if the requirements listed below are met.

1. The applicant has completed a bachelor's degree at an accredited college or university. Normally, a minimum grade point average of 2.8 is required.
2. The applicant has completed all specific admission requirements of the degree or certificate program.
3. The applicant has completed any prerequisite courses required for the program.

## REQUIREMENTS FOR CANDIDACY

Each graduate program determines when requests for Candidacy will be considered. It must be granted or denied before completion of eighteen (18) credit hours of graduate study. Each program reviews applications for candidacy to ensure that the quality of work is of sufficient caliber to indicate promise of successful completion of the master's degree program.

Students are to file a formal plan of study upon Candidacy, where appropriate, indicating the various courses or areas of study that will constitute their degree program.

Admission to Candidacy is approved by the program director. Any student who fails to make formal application for Candidacy risks having only twelve (12) credit hours of graduate study already completed applied to the degree.

## STUDENT STATUS

Students are classified in one of the categories listed below.

1. An **auditor** is a student who receives no credit, but must complete the normal admission and registration procedures. Fees are reduced for auditors.
2. An **unclassified student** or nondegree student is one who is registered for credit, but is not formally admitted to a degree program.
3. A **special student** is tentatively admitted to a degree but still fulfilling early course or area requirements and not yet admitted as full candidates.
4. A **degree student** is no longer an unclassified student but has been formally admitted to a program of study through the application process.
5. A **certificate student** is admitted on either a pre-degree or post-degree level. Information on the certificate programs is available in the program area descriptions.

## ADMISSION PROCEDURES FOR INTERNATIONAL STUDENTS

International students are invited to apply for admission to graduate study with Saint Michael's College. In addition to all the admissions procedures and requirements described previously and listed under the program areas, international students must also submit:

1. A statement verifying that the applicant has sufficient financial resources to provide for academic and personal expenses while attending Saint Michael's College.
2. Applicants for whom English is not a native language may be required to submit an official copy of the test results of the Test of English as a Foreign Language (TOEFL). See appropriate program for minimum TOEFL requirements.

Some college housing is available for international graduate students. There are limited numbers of private apartments for rent in the community. Students should contact the Housing Office at Saint Michael's College for assistance. Housing arrangements must be made prior to the student's arrival on campus.



## ACADEMIC POLICIES

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### STUDENT RESPONSIBILITY

It is the responsibility of each student to take the initiative to plan his/her program and to meet all requirements in accordance with the graduate catalogue and the specific requirements of each graduate program.

### ADVISING

Students are encouraged to meet with the program director (and in some programs with the faculty advisor) for advice and assistance in designing programs of study and in understanding program requirements.

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974 pertains to student educational records maintained by Saint Michael's College. The Act states that students, and parents of dependent students, can have access to their educational records. At the same time, the Act protects the rights to privacy of students by limiting the transferability of records without their consent. The following guidelines are presented to assist all members of the Saint Michael's Community to understand the provisions of the Act as they apply to Saint Michael's College.

#### *I. College Policy on Student Access to Educational Records*

All students and former students will have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than forty-five (45) days from the date of the written request. Educational records include academic records, confidential letters and statements.

Any written notation of updating to a permanent record that affects a student's academic standing filed with the Registrar becomes part of the student's permanent file.

Records not covered by the Act include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical or psychiatric records. A physician or psychiatrist may review medical or psychiatric records if requested by the student.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The Act does not provide for blanket waivers of access to all educational records.

A student who requests access to an educational record is expected to present valid identification and to use good judgment as to the time and work problems of the office in which the records are maintained.

#### *II. College Policy on Release of Confidential Records*

The College will not release any educational record concerning any student or former student unless a written statement authorizing such a release is received from the student or former student. Exceptions to this policy are:

1. Faculty and staff members having legitimate educational interests in the record;
2. Authorized federal and state officials in the process of administering educational programs;
3. Requirements for the administration of the Financial Aid Program;
4. Accrediting organizations carrying out their accrediting function;
5. Parents of a dependent student;
6. Directory information (see *III* below);
7. Organizations conducting studies on educational programs, provided that the identity of the student is not revealed; and

8. In an emergency situation involving the health or safety of the student or other persons.

The College will advise all recipients of student records that only authorized persons may see the records. Each College office will keep a record of all individuals requesting or receiving student records, except as noted in Item 1 above.

### *III. Directory Information*

The College may, in the course of the school year, release to the public certain information regarded as directory data. If a student desires that this information not be publicized, he/she must request in writing on an annual basis that such information not be published. Saint Michael's College considers the following to be "Directory Information":

- Name and Address
- Telephone Number
- Date/Place of Birth
- Academic Concentration
- Dates of Attendance
- Degrees and Awards
- Previous School Attendance

### *IV. Hearings*

A student may challenge any educational record that he/she feels to be inaccurate, misleading, or a violation of privacy. This policy does not apply to academic grades received for coursework except when there is reason to believe that an error was made in recording grades to the transcript.

When a student desires to challenge a record, every effort should be made to resolve the question with the office involved. If this is not possible, the student must submit in writing to the Coordinator of the Family Educational Rights and Privacy Act of 1974 a statement outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The Coordinator will appoint an impartial College official who will conduct a hearing within forty-five (45) days of the written request. The results of the hearing will be transmitted in writing to the student and all other parties involved. The student may appeal the decision to the President of Saint Michael's College. The President's decision will be final.

The above policy statement is subject to amendment from time to time and is also subject to approval by the Board of Trustees.

## **DISCRIMINATION**

Applicants for admission to the College as students, as well as applicants for employment and employees, are protected from sex discrimination in the context of its Catholic faith and heritage.

Applicants for admission to the College as students, as well as applicants for employment and employees, are protected from sex discrimination under the provisions of Title II of the Education Amendments of 1972.

## **COURSE LOAD AND REGISTRATION**

Requirements for graduation are measured in terms of semester credit hours. Students spend approximately two to three hours in preparation for each hour of class time. Most courses are assigned three (3) credits. A full-time graduate student is one who carries nine (9) or more credits in the fall and spring semesters, and six (6) or more credits in the summer semester. Special permission from the program director is necessary to carry a load of more than nine (9) credits in the fall, spring, or summer semester.

Registration procedures are outlined in the class schedule sent to students by mail each semester. Students may wish to meet with the appropriate program director or faculty advisor before registering for courses. All course changes, withdrawals, special arrange-



ments and program termination must be approved by the appropriate program director. To receive credit, financial standing must be cleared by the Treasurer's Office. Payment in full, or notice of employer reimbursement, must be made at the time of registration.

## COURSE ADDITIONS

A student adding courses must do so before three (3) contact hours in the course have passed. To add a class after initial registration, students may need permission of the program director, and complete the registration process with the Registrar's Office before attending class.

## WITHDRAWAL FROM COURSES

Students may withdraw from courses prior to the last day of class. The student *must* notify the program director, the Registrar, and instructor of his/her decision. A grade of "WD" will be assigned for courses dropped prior to the last day of class.

Tuition refunds are based upon the date on which the Registrar's Office is notified. (The tuition refund schedule is given in the Financial section of the catalog.) Unofficial drops or withdrawals, or those received after the last class, will result in a failing grade for the course.

*The College does not automatically drop students or assign "WD" grades to students who register for a course and then choose not to attend. Formal notification must be given to the Registrar's office.*

## GRADES AND GRADE POINTS

In the graduate programs, grades are reported and recorded by *letters* that have numerical equivalents and the following grade point values:

<i>Grade</i>	<i>Numerical Equivalent</i>	<i>Qualitative Equivalent</i>	<i>Grade Point</i>
A	96-100	above average graduate-level work	4.0
A-	90- 95		3.7
B+	85- 89	average graduate-level work	3.3
B	80- 84		3.0
B-	75- 79		2.7
C	70- 74	below average graduate-level work	2.0
F	0 - 69	failure	0.0
WD	Withdrew		0.0
I	Incomplete		0.0
AU	Audit		0.0

The cumulative grade point average (CUM GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based upon coursework at Saint Michael's College.

A "B" or 3.0 average must be maintained to continue course work in a graduate program at Saint Michael's College and to receive a Master's degree or certificate. Only two (2) "C" grades are allowed. A student must make up a third "C" grade and any "F" grades. Both grades and grade points will be included in the cumulative grade point average. Credit for the course will be given once.

## INCOMPLETE GRADES

A grade of "I" (Incomplete) is assigned *only* in the case of a student who, for illness or circumstances beyond his/her control, has missed a final examination or major assignment. A student must gain approval from the program director and course instructor. If an "I" grade is not made up within three (3) months' time, an "F" grade is assigned.

## **AUDIT**

A student may audit a course with the approval of the instructor and program director. The student receives no credit or grade and does not complete assignments or take examinations. The student may not claim credit at a later date. The charges for auditing are listed in the course schedule with tuition fees.

## **ACADEMIC DISQUALIFICATION**

Graduate students may be academically disqualified and not permitted to continue graduate studies if their cumulative grade point average falls below 3.0.

## **TRANSFER OF CREDIT**

Students may request the transfer of credits for graduate study completed at another accredited institution. With the approval of the program director, a maximum of six (6) graduate credits may be accepted.

The only course credits considered for transfer will be those that are applicable to the student's program in which a grade of "B" or better was attained and which were completed within five (5) years of the application for transfer. Credits that have been applied to complete a degree are not transferable. Transfer credits will be recorded only after completion of at least twelve (12) credits, or upon candidacy.

## **MODIFICATION OR WAIVER OF REQUIREMENTS**

Students who wish to waive or modify a course or academic requirement must gain the approval of the program director. Waiving a course does not grant credit, but means that the student does not have to enroll in the course and may substitute an elective course if needed. Students should review individual program requirements and policies.

## **SPECIAL ARRANGEMENTS**

The courses Independent Study, Directed Readings, Practicum, Internship, or Tutorial, are special areas of graduate study, and the purposes and requirements of each vary from program to program. Students must meet with the appropriate program director for planning and approval before registering for one of the above special arrangements.

## **TIME LIMIT**

There is a seven (7) year Statute of Limitations requirement. The student must complete the Master's degree program within seven (7) years from the start of the first semester of coursework. Certificate programs may have different requirements, and students should consult individual program information. Only under special circumstances may students petition for an extension.

## **CONTINUOUS ENROLLMENT**

Part-time graduate studies are encouraged at Saint Michael's College. Nevertheless, once admitted into a degree or certificate program, it is important that the student show regular and continuous progress toward the degree (or certificate). In general, this is taken to mean not less than six (6) graduate credits in a given academic year, fall/spring/summer, though individual programs may have their own criteria.

Students who do not enroll continuously should meet with the program director prior to subsequent enrollments to determine if changes in the program have occurred. Students who do not enroll continuously may be subject to new program requirements and a review of course recency and transfer credit.

## **COMPLETION OF A DEGREE PROGRAM**

Students may graduate at any one of four times during the year: May, June, August or December. Graduation ceremonies are held once each year in May. Students who complete degree requirements in August or December are invited to participate in ceremonies the



following May. Upon completion of all degree requirements, students are sent an unofficial copy of their transcript. This normally is sent within one month after the semester ends. Diplomas are usually available within eight to twelve weeks after the end of the semester.

At the beginning of the academic year in which a candidate plans to complete a Master's degree program, he/she should:

1. Meet with the program director to review coursework and student file to date, and to review requirements remaining for completion of the degree; and
2. Submit an "Intent to Graduate" form to the Registrar's Office, indicating intended graduation date.

## **GRADE REPORTS, TRANSCRIPTS AND ACADEMIC RECORDS**

Grade reports are issued at the end of each term by the Registrar's Office and are mailed to the student at his/her residence.

Official transcripts of a student's complete record may be requested in writing by the student from the Registrar's Office. A transcript charge of \$2.00 per copy is requested.

The College reserves the right to withhold grade reports or transcripts if the student has unmet financial obligations to the College.

The academic records of students are in the custody of the Director of the Student Information Center/Registrar. These records are considered confidential and are managed generally according to the *Guide Developed by the Committee on Records Management and Transcript Adequacy of the American Association of Collegiate Registrars and Admission Officers*. Transcripts of a student's work are usually released only at the request of the student. Academic information released concerning the students otherwise is generally limited to date of birth, dates of enrollment at Saint Michael's College and degrees earned here, home and local addresses, and verification of signature. The College adheres to both the spirit and the letter of The Family Educational Rights and Privacy Act of 1974.

## **WITHDRAWAL FROM DEGREE PROGRAM**

A student must notify the program director in writing of his/her intent to withdraw from a degree program. In year-round programs, if a student does not register for a period of more than one academic year, and does not notify the program director in writing, it will be assumed that the student has withdrawn. It will be necessary to apply for reactivation, and in some cases to reapply to the program if the student wishes to resume the graduate program. The student may be subject to catalogue changes.

## **ATTENDANCE AT CLASSES**

Regular attendance at all classes is essential. Each student is expected not to be absent without good cause. Each program or instructor may set criteria for attendance and excessive absence.

## **PROFESSIONAL ETHICS AND ACADEMIC HONESTY**

Graduate students are expected to adhere to high standards of professional responsibility, conduct and integrity in all areas of graduate study, whether academic or otherwise.

## STUDENT SERVICES

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Saint Michael's offers a variety of student services to their graduate students. Some of these services are explained below. Additional information can be requested through the Program Directors or the individual offices.

### **LIBRARY**

The Jeremiah K. Durick Library provides the essential library and archives services for the staff, students and faculty of the College. It is located on the main campus near the Vincent C. Ross Sport Center and the McCarthy Arts Center. Distinguished by its circular form, the Library has three levels, with the entrance on the main, or second level. The principal service center and bibliographic tools are located on this floor.

The Library is open more than 100 hours each week when the College is in session. The usual service hours are: 8:00 AM to 11:45 PM, Monday through Thursday; Sunday from 10:00 AM to 11:45 PM; Friday, from 8:00 AM to 10:00 PM; and, Saturday, from 10:00 AM to 10:00 PM. Holiday hours are 8:30 AM to 5:00 PM, Monday-Friday. Schedule changes are posted. Extended service schedules are in force during final exams/study days.

In addition to the students, faculty and staff the Library extends regular services to Alumni of the College. It welcomes residents of the community to use its facilities on site, and gives service through interlibrary lending to other libraries around the state. Those who borrow library materials **MUST** use the regular College identification card as part of the borrowing process.

The Library's holdings are diverse and are evaluated continually to fit the current academic programs. As of July 1986 they include 130,000 volumes of books, 32,000 bound periodical volumes, over 4,000 reels of microfilm, 76,000 microcards and microfiche (including the 16,000 volume Library of American Civilization, and the 6,300 volume Library of English Literature). In order to keep up with the current developments in all fields, the Library receives some 1,800 serial and periodical titles and over 85 printed indexes to the contents of periodicals and similar materials.

The vast majority of books and other media in the Library is selected by the teaching faculty, using funds allotted to the various departments and programs. This selection is supplemented by the Library staff, especially in the areas of reference, periodicals, interdisciplinary materials, and standing orders. Suggestions for additions to the collection are welcome from any patron.

Further information can be obtained through the resource guide "It's Your Library" or through discussion with library personnel.

### **BOOKSTORE**

The main college bookstore which sells supplies, college momentos, and small necessities is located on the first floor in Alliot Hall (Student Union Building). Textbooks are sold in the Bookstore Annex which is located in Alumni Hall. Specific hours for each semester should be checked by calling 655-2000, Ext. 2516.

### **I.D. CARDS**

All students must obtain an Identification Card. The card is required to use the library and entitles a student to free admission or discounts at campus athletic facilities and cultural events. I.D. Cards can be obtained at Registration or in the Security Office (Ryan Hall).

### **PARKING**

Students are requested to park in those areas marked "Student Parking" only. During evenings and weekends, students may also park in available faculty and staff spaces. *Please do not park in handicapped spaces, loading zones, or fire lanes.* Vehicles will be towed at owner's expense when parked in those areas. Residential students are required to register their vehicles with the Security Office.



## SPORTS FACILITIES

The Vincent C. Ross Sports Center is available to graduate students. Activities and facilities available include swimming, in the six-lane swimming pool with one- and three-meter diving boards, weight room, aerobics classes, tennis courts, running trails, and basketball courts. The hours these facilities are available vary each semester and may be obtained by calling 655-2000, Ext. 2500.

## FOOD AND BEVERAGES

Through the academic year (fall/spring), Greensleeves Snack Bar is open daily. It is located on the second floor of Alliot Hall (Student Union Building) and serves a selection of sandwiches, hamburgers, drinks, fruit, and snacks. Vending machines for a snack, soda, or coffee are available outside the Graduate Office.

## COMPUTERS

A selection of IBM PC's and terminals tied to a Digital VAX 11/780 are available in labs in Jemery and St. Edmund's Hall.

## CAMPUS MINISTRY

Saint Michael's College is proud of its Christian Community. The Office of Campus Ministry is called upon by the College to animate and orchestrate the worshipping community for the spiritual well-being and growth of the faculty, staff and students. To this end, the Office of Campus Ministry conducts a variety of spiritual, pastoral and liturgical programs and activities. Some of the programs that are now being sponsored are catechetical and basic doctrinal instruction, Bible study, shared prayer, Christian fellowship, weekend retreats and social justice education. The growth and development of Campus Ministry depends upon the active involvement of the members of the worshipping community.

## EDMUNDITE ASSOCIATE PROGRAM

The Edmundite Associate Program is designed to encourage, counsel and give Christian direction to a college student interested in religious life.

Since the first thoughts or desires about a religious vocation can sometimes be troubling, or seem complex, and because there is need of a discerning process, the Edmundite community offers to assist students in this process of arriving at a mature decision concerning religious life.

The Associate Program provides the following opportunities:

1. Spiritual direction by a member of the Edmundite community
2. Reading program
3. Retreat weekends
4. Interaction with the Edmundite community
5. Summer volunteer work in an Edmundite parish or mission

The program is open to any student who feels he has a religious vocation and desires to grow in understanding the meaning of religious life.

A student may enter the program at any time during his education at Saint Michael's College. The student is not required to make any commitment to a religious vocation or to the Edmundite community. He may withdraw from the program at any time.

Interested students may apply through the Office of Campus Ministry or the Edmundite Vocations Office.

## MOBILIZATION OF VOLUNTEER EFFORTS (MOVE)

Volunteer work is an integral part of the lives of many Saint Michael's students. One of the best-known groups of student volunteers is our **Fire and Rescue Squad**. These highly trained students provide emergency medical care and transportation not only for members of the Saint Michael's community but for residents of surrounding towns and villages, also. On duty 365 days each year, this dedicated group of men and women make over 1,200 calls annually.

Through the **Office of Volunteer Programming** students volunteer to do important work in all segments of the local community. The Big Brother/Big Sister Program, Vermont Special Olympics and the Howard Mental Health Agency are only a few of the groups that depend on Saint Michael's College students for support. For more information call 655-2000, Ext. 2386.

## **STUDENT RESOURCE CENTER**

Career Development services are open to graduate students. Contact the Student Resource Center for further information on services offered. Full-time graduate students, in residence, are eligible for academic, personal, and career counseling services.

## **ROOM AND BOARD**

Limited housing may be available for graduate students. For information on room & board, contact the Student Life Office.



## EDUCATIONAL FEES AND EXPENSES

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Among the considerations in a college decision will be how much one is able to pay for the type of education desired. In making the decision, the quality of an academic program, the size and location of an institution, the degree of personal attention given to students and the goals and objectives of the college should be weighed carefully. The following fees are outlined for graduate students. Specific tuition and fee amounts are listed in the current course offerings schedule.

### GRADUATE TUITION AND FEES

**Application Fee** - An application fee is charged to applicants of the programs. This fee is not refundable and must be paid before the application is processed.

**Deposits** - At the time a student registers for a graduate course at Saint Michael's College he/she will be asked to make a per course deposit to hold their space in the course. This deposit will be applied to the total semester's tuition bill. **THIS FEE IS NOT REFUNDABLE.**

**Tuition** - Full tuition and fees must be paid prior to the first class meeting. It is possible to defer payment of tuition, however, there is a Deferred Payment Fee per semester, and twenty percent of tuition and 100% of all fees must be paid prior to the first class meeting.

Students whose employers offer tuition reimbursement may request the deferred payment plan by filing a "Deferred Payment Agreement" with the Student Accounts Office.

Students may audit a course (attend without receiving a grade) at a substantially reduced tuition rate.

**Library Fee** - Students must pay a library fee that goes toward improving the Saint Michael's graduate library holdings.

**Activities Fee** - If a graduate student lives on campus during the fall or spring semesters, there is an activities fee for the use of the college sports and cultural facilities. All summer course enrollees must pay an activities fee.

**Graduate Fee** - A diploma fee is payable at the time the "Intent to Graduate" form is filed with the Graduate Registrar. The dates for filing for graduation are under the Academic Policies section.

The graduation fee covers the expense of the diploma. This fee is payable even if a graduate does not attend the commencement exercises.

The college reserves the right to withhold registration material, the degree, and all information regarding the record, including transcript, of any student who is in arrears in the payment of fees or other charges, including student loans and dining and housing charges.

**Room and Board** - These fees are only applicable to students desiring student housing. Details should be acquired from the Student Accounts Office.

**Lab Fee** - Certain classes require varying laboratory fees. See the Course Schedule to see if a course requires a lab fee.

**Textbooks and Supplies** - Each student is responsible for purchasing his/her own textbooks and supplies. The estimated cost of all textbooks and supplies will vary according to each program of study in which the student is enrolled.

**Health Insurance** - The College also has available, a hospital- medical-surgical plan. A brochure detailing the plan is available from the Student Accounts Office.

**Payment of Fees** - All general fees are to be paid in full prior to the beginning of each semester. Money orders or bank drafts should be made payable to Saint Michael's College. The following regulations should be carefully noted:

1. No reduction in semester fees is made because of the late entrance of a student.
2. Unless a student's accounts have been settled as indicated above, he/she will not be allowed to register for courses in subsequent semesters.

- 3. All accounts are due and payable at the beginning of each semester. Failure to make payment at that time will mean that the student will not be allowed to register or remain at the College. In certain cases, special arrangements may be made with the Treasurer's Office for deferred payment. Failure to comply with such arrangements will result in dismissal of the student.
- 4. If a student leaves the College for any reason without having settled all his/her accounts, any request for transcripts, reports of grades, information concerning academic, or disciplinary standing, will not be honored by the College. Likewise, diplomas of graduating students will not be released until accounts have been fully settled.
- 5. Any scholarship awarded by the College, or financial aid programs over which the College exercises control, such as National Direct Loan funds, is credited to the student's account as agreed.
- 6. Unless a student has already paid his/her accounts in full, any money earned under the student aid program is credited to his/her account.

*Remission of fees* - A student who withdraws from Saint Michael's must notify the College in writing. Merely ceasing to attend classes does not constitute official withdrawal. A student who withdraws from a course without completing the withdrawal form or who is suspended or dismissed from the College is not entitled to a refund. The date of the official notice of withdrawal received by the Registrar's Office is the date used in computing any refund.

The graduate tuition refund assuming that all financial obligations have been met is as follows:

**REFUND SCHEDULE FOR WITHDRAWALS**

*Fall/Spring Semester Courses*

Students who withdraw before or immediately after the first class	FULL REFUND
Students who withdraw within the 2-3rd class	75% refund
Students who withdraw within the 4-5th class	50% refund
Students who withdraw within the 6-7th class	20% refund
Students who withdraw <i>after</i> the 7th class	NO REFUND

*Summer and/or Weekend Courses*

Students who withdraw within 1/6 class hours	75% refund
Students who withdraw within 1/3 class hours	50% refund
Students who withdraw within 1/2 class hours	20% refund
Students who withdraw <i>after</i> 1/2 class hours	NO REFUND

Any room and board refunds, assuming that all financial obligations for the year have been met, will be computed upon request.



## FINANCIAL AID

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Saint Michael's College gives all students an equal opportunity for financial aid, regardless of race, color, religion, age, sex, national or ethnic origin, or handicap.

While Saint Michael's College subscribes to the philosophy that the primary responsibility of meeting costs of continuing an education rests with the students, it also realizes that under present economic conditions there are students who do not have available means.

Financial Aid consisting of grants and loans, at Saint Michael's College is awarded on the basis of financial need. Some of the factors that are taken into consideration in determining the student's financial strength are: current income, assets, number of dependents, other educational expenses, debt, retirement needs and unusual circumstances.

All aid recipients must file for renewal each year. As student circumstances and/or availability of funding change, so may the amount of distribution of financial aid.

There are two types of graduate financial aid at Saint Michael's: (1) Grants - awards which do not have to be repaid; (2) Loans - money borrowed which must be repaid.

In order to receive/retain college grants and federal loans, the graduate recipient must have at least a "B" average or its equivalent, or academic requirements consistent with the requirements for graduation, as determined by Saint Michael's College.

### GRANTS

***Saint Michael's College Graduate Grants*** - Awarded to students who are in good academic standing and have proven financial need. Amounts vary depending on need with the maximum being \$500. Graduate Financial Aid Applications are available in the Financial Aid Office, Room 102, Jemery. Students must also submit a signed copy of their Federal Income Tax return to the Financial Aid Office.

***Vermont Senatorial Scholarships*** - Students apply directly to their Vermont State Senator from their county of residence. Amounts range from \$100 - \$300.

### LOANS

***Stafford Loan (formerly Guaranteed Student Loan - GSL)*** - A Stafford Loan is a low interest loan made to a student borrower by a bank, credit union, or savings and loan association. The interest rate varies between seven and nine percent. Loans for *new* GSL borrowers with academic periods beginning on or after July 1, 1988 will be subject to different interest rates. The original rate will be 8% through the first four years of repayment. Beginning with the fifth year of repayment, the rate changes to 10%. Graduate students may borrow up to a maximum of \$7,500 per year. The total Stafford Loan debt a student can have outstanding for undergraduate and graduate studies combined is \$54,750. Students applying for the loan must file a Financial Aid Form (FAF) (which is available in the Financial Aid Office) to establish eligibility for the loan. Students must also submit to the Financial Aid Office a signed copy of their Federal Income Tax Return. In some cases, the amount of a student's need may limit the size of the loan. Interest is paid by the federal government while the student is attending college full-time (half-time if you are a new borrower) and the principal is deferred while the student remains in school. Students should contact their lender or state higher education agency for applications and deferment information.

***Supplemental Loans for Students (SLS)*** - Students apply through their local lender or through Vermont Student Assistance Corporation (VSAC) Secondary Loan Market, Champlain Mill, PO Box 2000, Winooski, Vermont 05404. There is a maximum of \$4,000 per year, \$20,000 total. The interest rate is 10.45% (annual variable rate not to exceed 12%). SLS Loans may not exceed the student's cost of attendance less the estimated financial assistance awarded.

**PLUS Loans (PLUS)** - Parents may borrow \$4,000 per academic year for each dependent student with a \$20,000 total allowable. The interest rate and loan limits are the same as the SLS. Apply through your local lender or VSAC Secondary Loan Market.

**Vermont EXTRA Loans (EXTRA)** - These are Supplemental Loans for students or parents. Borrowers must meet established credit standards. The interest rate is 10.45% (annual variable rate, no ceiling). This loan is for those who have borrowed the maximum allowed from other education loan programs and seek additional funds. Apply directly to VSAC Secondary Loan Market.

**NOTE** - Most federal, state, and college aid for postsecondary education is available primarily to undergraduate students. Graduate students often need to look outside of traditional sources to foundations, special grants, employer education funds, etc. to find financial assistance.

The following publications are available at many libraries. We recommend that you take the time to look into them:

*Financial Aids for Higher Education.* Oreon Keeslar, Editor. William C. Brown Company, Publishers., Dubuque, Iowa.

*Need A Lift?* Published by The American Legion Education and Scholarship Program, Americanism and Children & Youth Division. Indianapolis, Indiana 46206.

*Chronicle Student Aid Manual.* Published by Chronicle Guidance Publications, Inc. Moravia, New York 13118.

*Don't Miss Out — The Ambitious Student's Guide to Scholarships & Loans.* Robert Leider, Octameron Associates, P.O. Box 3937, Alexandria, Virginia 22302.

*A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for U.S. Citizens.* National Science Foundation, Publications, Room 234, 1800 G Street N.W., Washington, D.C. 20550.

*Paying for Your Education: A Guide for Adult Learners.* College Board Publication Orders, Department C-88, Box 3815, Princeton, New Jersey 08541.

*Director of Financial Aids for Women.* Gail Ann Schlachter. 1978. Available from Reference Service Press, 9023 Alcott Street, Suite 201, Los Angeles, CA 90036.

*Women and Fellowships.* Judith Nies. 1979. Available from Women's Equity Action League, 805 15th Street, N.W., Suite 822. Washington, DC 20005.

Also:

*The College Blue Book: Scholarships, Fellowships and Grants.*

*Graduate and Professional School Opportunities for Minority Students.*

*The Foundation Directory.*

*The Grant Register.*

*Handbook of Aid to Higher Education by Corporations, Major Foundations, and the Federal Government.*



# ADMINISTRATION AND MANAGEMENT

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## HISTORY AND PHILOSOPHY

Graduate programs in administration and management at Saint Michael's College include a 36- to 42-credit Master of Science in Administration degree (M.S.A.) and an 18-credit post-Master's Certificate of Advanced Management Study (C.A.M.S.). The M.S.A. degree was established in 1979 and currently enrolls approximately 150 students from a variety of backgrounds in private, public, and nonprofit organizations. The C.A.M.S. was established in 1985 and is enjoying popularity with students interested in pursuing their education beyond the Master's degree, although not necessarily in a doctoral program.

Both programs are unique in their blend of traditional approaches that characterize M.B.A. or M.P.A. degrees. The programs enable students to bring together fundamental concerns of both business management and public administration. The integration of the social and management sciences exposes the student to the complex issues of administration and management in the nonprofit, public and private sectors.

Designed specifically for working professionals, classes are scheduled on evenings and weekends, or in intensive summer sessions. Coursework is complimented by the student's ongoing work experience, upon which many class projects and a final thesis are based. The student body is diverse, and most students have considerable full-time work experience. This encourages a practical orientation throughout much of the program. Faculty are drawn from various disciplines and work settings.

## OBJECTIVES

The Saint Michael's Master of Science in Administration (M.S.A.) seeks to fulfill the mission of the College through a concentrated study of the nature, function, and societal role of organizations. The program emphasizes that administration is both an art and a science. Administrators and managers need a multitude of skills and abilities to be effective. It is the goal of the M.S.A. to prepare students to make sound decisions in business, government, and other service organizations influenced by diverse attitudes, values, philosophies and environments.

M.S.A. students are provided an opportunity to develop necessary administrative and management skills through coursework and through the activities and assignments in the courses. In the context of class assignments, the students should exhibit the following outcomes:

- demonstrate an ability to research, write, present, and defend reports on issues in administration and management;
- present administrative topics using effective delivery skills and use of appropriate visual aids;
- show proficiency in the use of computer software;
- examine the theory and application of various decision-support models used in organizations;
- analyze the structure, leadership style, human processes and power relationships of given organizations;
- select and apply appropriate and workable management techniques to cases or current situations;
- understand how external factors, such as the economy, international arena, private, public, or nonprofit sectors impact an organization; and
- synthesize the theories and applications learned throughout the M.S.A. student's experiences to a current situation.

## ADMISSION REQUIREMENTS

Students must submit the following for admission into the M.S.A. program:

1. a Saint Michael's Graduate Admissions Application;
2. an official bachelor's degree transcript from an accredited institution, normally with a minimum 2.8 G.P.A. This should be sent directly to the Saint Michael's Graduate Studies Office;
3. usually at least two years of full-time employment or equivalent indicated on application;
4. two letters of recommendation indicating evidence of academic and/or professional competence. Submit the two names for reference with your application, and the Graduate Studies Office will send out reference forms;
5. a one-page essay describing educational and career background and goals;
6. TOEFL score of 550 or higher for international students; and
7. admission fee.

## M.S.A. GRADUATION REQUIREMENTS

Graduation is contingent upon successful completion of all degree requirements. A student *must* file an "Intent to Graduate Form", at the beginning of the semester in which the student anticipates completing all degree requirements. The form should be sent directly to the Registrar's office by September 30 for December graduation, February 1 for May graduation, and by the first Friday in July for August graduation. A diploma fee is paid when an Intent to Graduate Form is filed.

### M.S.A.

The M.S.A. program requires the successful completion of a minimum of 36 credit hours or a maximum of 42 credit hours of coursework, with a grade point average of 3.0 or higher (more than two (2) "C" grades requires an administrative review). The degree is granted upon the student successfully completing the following requirements:

### M.S.A. DEGREE REQUIREMENTS

The M.S.A. program requires the successful completion of a minimum of 36 credit hours or a maximum of 42 credit hours of coursework, with a grade point average of 3.0 or higher (more than two (2) "C" grades requires an administrative review). The degree is granted upon the student successfully completing the following requirements:

1. *Qualifying Courses* - Students must take or have previously taken the following four courses at an accredited graduate or undergraduate institution:

- GSA 491 Management
- GSA 492 Introductory Economic Theory
- GSA 493 Managerial Accounting (or)
- GSA 494 Financial Accounting
- GSA 495 Marketing Management

Qualifying course requirements may be waived by applying for Advanced Standing in any of the four qualifying courses in recognition of previous graduate or undergraduate coursework with a passing grade. The qualifying courses should be taken as beginning courses in the M.S.A. Students who waive three (3) or four (4) qualifying courses must still complete 36 credits to graduate, but may take the credits in elective courses. If a student waives one qualifying course, that student's degree requirements are for 39 credits; and if no qualifying courses are waived, 42 credits are required for the M.S.A. It is also recommended that students have a working knowledge of the topics listed below before the student enrolls in the core courses. If a student is unfamiliar with these topics, the student should either review the material on their own or should plan to take GSA 536 Business Quantitative Tools and Introductory Statistics.

Basic Algebra

Statistical Concepts

- Weighted Average
- Standard



- 3-year, 5-year moving averages
- Mean, median, mode
- Standard deviation
- Sampling techniques
- Linear regression
- Linear programming
- Probability

C.P.M., PERT, Gantt Charts

Decision Analysis and decision trees

Charts and graphs

Managerial forecasting techniques

Ratios/percentage comparisons

Sensitivity Analysis

2. *Core Courses* - Students must complete the following 15 credits:

GSA 511 Effective Managerial Communications

GSA 512 Organizational Behavior

GSA 513 Financial Management I

GSA 597 Organizational Policy

GSA 598 Thesis Seminar

GSA 511 Effective Managerial Communications should be taken near the beginning of the M.S.A. program. GSA 597 Organizational Policy and GSA 598 Thesis Seminar are designed to be taken as capstone courses at the end of the M.S.A.

3. *Electives* - Students must complete a minimum of five (5) 3-credit electives, or as many courses necessary to complete the degree requirements of 36 or 42 credit hours. It is recommended that nine (9) credits be taken in one of the following areas of specialization toward the M.S.A., with an additional six (6) credits taken outside the selected Area of Specialization.

**ORGANIZATIONAL BEHAVIOR/MANAGEMENT**

GSA 521 Changes and Innovation in Organizations

GSA 522 Power and Politics in Organizations

GSA 523 Interpersonal Communications

GSA 524 Advanced Leadership Workshop

GSA 525 Future Shock: Management in the 21st Century

GSA 526 Entrepreneurship and Innovation

GSA 527 Legal Issues in Administration

GSA 545 Management and Ethics

**PLANNING AND CONTROL**

GSA 531 Computers in Management

GSA 532 Systems Analysis and Planning

GSA 533 Strategic Management

GSA 534 Financial Management II

GSA 535 Production and Operations Management

GSA 536 Business Quantitative Tools and Introductory Statistics

**MARKETING**

GSA 561 International Marketing

GSA 562 Sales and Sales Management

GSA 563 Sales Promotion and Advertising

GSA 564 New Product Development

**SOCIAL ADMINISTRATION**

GSA 541 Business and Social Policy

GSA 542 Social Administration

GSA 543 Health Administration: Issues and Trends

GSA 545 Management and Ethics

**PERSONNEL AND LABOR**

GSA 527 Legal Issues in Administration

- GSA 551 Labor Management Relations
- GSA 552 Advanced Labor Relations
- GSA 553 Human Resource Development
- GSA 554 Professional Managerial Effectiveness

Up to six (6) transfer credits from another accredited graduate institution may be used as elective credits. Students may also take up to six (6) elective credits in the Saint Michael's College Master's programs in Education, Clinical Psychology, or Teaching English as a Second Language. See the course descriptions for the courses in each area of specialization. A total of three (3) 1-credit electives may be taken to equal one (1) 3-credit course. No more than three (3) 1-credit electives may be taken in the program.



# CERTIFICATE OF ADVANCED MANAGEMENT STUDY (C.A.M.S.)

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## CERTIFICATE REQUIREMENTS

This program is designed for working professionals who have completed their Master's degree and are interested in further developing knowledge and skill areas in management and administration in private, public and nonprofit administration. (See the *Goals* section at the beginning of the Administration and Management curriculum for more information.)

The C.A.M.S. allows the individual the opportunity to follow a self-designed program of study and requires the successful completion of eighteen (18) credit hours or six (6) 3-credit courses in the fields of Management and Administration, drawing upon graduate-level courses offered as part of the Graduate Studies Master of Science in Administration program. The program enjoys a practical and applied orientation led by an experienced interdisciplinary faculty team.

Individuals who have Master's degrees in the fields of Administration and Management (M.S.A.), Business Administration (M.B.A.), Public Administration (M.P.A.), Economics (M.A. or M.S.), Computer Science (M.S.), Education Administration (M.Ed.) or related areas are invited to apply for admission to the C.A.M.S.

## C.A.M.S. ADMISSION REQUIREMENTS

Students must submit the following for admission into the C.A.M.S.:

1. a Saint Michael's Graduate Admissions Application;
2. an official Master's transcript degree from an accredited graduate degree program with a minimum 3.0 G.P.A. This should be sent directly to the Saint Michael's Graduate Studies Office;
3. a one-page essay highlighting autobiographical information, personal and career goals, and reasons for applying to the C.A.M.S. program;
4. two letters of recommendation providing evidence of professional and academic competence (not necessary for Saint Michael's M.S.A. graduates). Submit the two names for reference with your application, and the Graduate Studies Office will send out reference forms;
5. TOEFL score of 550 or higher for international students; and
6. admission fee.

The C.A.M.S. Admissions packet can be requested through the Graduate Studies Office. It is recommended that the student meet with the Director to discuss the proposed C.A.M.S. course of study.

## C.A.M.S. ADMISSION PROCEDURE

### 1. Application

An "Application for Admission" to the C.A.M.S. should be completed and forwarded to the attention of the Graduate Studies Office with supporting documents (including names and addresses of two individuals whom the student believes will be willing to recommend him/her to the program).

### 2. Transfer of Credit

If an applicant has successfully completed graduate coursework beyond the Master's at another institution (but the degree was not conferred), a student may request that three (3) credit hours be transferred toward the C.A.M.S. program. A "Transfer of Credit Form" must be completed and submitted with the application.

### 3. Individual Program of Study Form

The student should complete an "Individual Program of Study Form", preferably with input from the M.S.A. Director. Students *cannot* register for courses in this program until an individual program of study has been approved.

## C.A.M.S. COMPLETION REQUIREMENTS

Upon completion of the required eighteen (18) credits in the C.A.M.S. students will receive a certificate of completion from the Graduate Studies Office.

## M.S.A. AND C.A.M.S. SPECIAL NOTES

*Advising* - The program Director serves as academic advisor for all M.S.A. and C.A.M.S. students. Students are encouraged to seek advice or assistance with questions or concerns. The Director works with each student in planning individual programs of study upon admission and then candidacy. Students are encouraged to plan a course of study with the Director beginning with the first course.

*Candidacy* - It is recommended that students outline a course of study with the Director after completing six (6) credits. The student must apply for candidacy after completing twelve (12) credits.

*Student Advisory Board* - Students are encouraged to participate in the division through the Student Advisory Board. The Board has been active in suggesting curriculum updates, student resource needs, and the hiring of the M.S.A. Director. If a student is interested in participating, the Director should be contacted for further information.

## COURSE DESCRIPTIONS ADMINISTRATION AND MANAGEMENT

### *Qualifying Courses*

#### **GSA 491 Management (3)**

Management is designed for the student with no prior coursework in basic management. Students will learn various skills and qualities associated with effective management processes. Various authors and theorists will be studied and contrasted. Case studies will introduce a basis for analytical decision making. (fall, summer) Previously: GSA 524

#### **GSA 492 Introductory Economic Theory (3)**

This course is designed to provide an overview of basic economic principles with an emphasis on their use in management, and introduces the student to both macro and micro economic theory. Major course elements include the American economy. (summer)

#### **GSA 493 Managerial Accounting (3)**

Accounting is the language of management. This semester will be devoted to teaching the student this language by demonstrating how accounting data is recorded and used to assist in decision making and control. Business transactions are analyzed and recorded in order to assemble financial data, which is then interpreted for management planning. (summer)

(OR)

#### **GSA 494 Financial Accounting (3)**

In financial accounting the student will learn the language of management. This semester will be devoted to teaching the student how to apply this language by demonstrating how accounting data is used to assist in decision making and control. Basic managerial tools such as budgets, job order and process cost systems, cost-volume profit are considered. (fall) Previously: GSA 522

#### **GSA 495 Marketing Management (3)**

This course will provide a review of the fundamental topics in marketing management, and expose the student to various analytical and decision making tools currently in use in the field. The course will focus on the various elements of the marketing mix, and how the marketing manager must control and integrate these elements to maximize market penetration. (spring) Previously: GSA 575



## Core Courses

### **GSA 511 Effective Managerial Communications (3)**

Effective managerial communication is communication that gets the desired results. This course is designed to enhance these managerial communication skills by learning ways to be more effective in oral and written expression. Students will learn ways to get results through the development of a communication strategy, an audience analysis, and a credibility check. Participants will develop skill in writing effective memos/letters, and demonstrate skill in making oral presentations. (spring) Previously: GSA 595

### **GSA 512 Organizational Behavior (3)**

This course will introduce students to the study of human behavior, attitudes and performance within an organizational setting. Students will learn how individual perceptions, values and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration will be followed by application exercises. (fall) Previously: GSA 540

*Prerequisite:* GSA 491 Management or equivalent.

### **GSA 513 Financial Management I (3)**

This course introduces the beginning student of finance to the basic principles and practices of financial management. The emphasis is on application and theory. Five major areas will be covered: fundamental concepts, financial statements and forecasting, capital budgeting, long-term financing decisions, and working capital. Special situations in finance, i.e., mergers, bankruptcy, international finance, leasing, and small business finance will be accessible to students in the assigned text, but will not be covered in this basic course. (spring) Previously: GSA 544.

*Prerequisite:* GSA 493 Managerial Accounting or GSA 494 Financial Accounting or equivalent.

### **GSA 597 Organizational Policy (3)**

The integration of theories and skills taught in the functional departments is the focus of this seminar. Case studies are used extensively, approached from a general management point of view. Emphasis will be given to strategy formulation and implementation throughout the organization, and the issues that arise concerning conflicting goals and the interrelationship between functional areas such as marketing, finance, production and human resources. (fall) Previously: GSA 690

*Prerequisite:* Near completion of all previous coursework.

### **GSA 598 Thesis Seminar (3)**

The thesis seminar is designed to give the student a framework for preparing a Master's Thesis on a topic of the student's choice in Administration/ Management using concepts and tools acquired through the M.S.A. coursework. This should be the student's last class in the M.S.A. Permission to enroll is granted by the M.S.A. Director (spring)

*Prerequisite:* Completion of or near completion of all previous coursework.

Qualifying and Core courses are usually offered each year in the designated semester. Electives under the areas of specialization, however, may be offered in every-other-year sequencing. Check with the M.S.A. Director for details on scheduling.

## Elective Courses

### ORGANIZATIONAL BEHAVIOR/MANAGEMENT AREA OF SPECIALIZATION

#### **GSA 521 Changes and Innovation in Organizations (3)**

This course explores the major issues, skills and strategies to implement change and innovation within organizations. (fall) Previously: GSA 555

**GSA 522 Power and Politics in Organizations (3)**

This course will review methods on how to exercise the power and influence needed to get things done through others, especially when responsibility exceeds authority. Through the use of case studies and class simulations, students will begin to learn how to develop a sufficient resource of "unofficial" power to achieve goals, deal with conflict and foster creative team behavior. Finally, students will learn how to avoid naivete and cynicism, and how to deal with power in relationships without abusing it. (summer) Previously: GSA 565.

**GSA 523 Interpersonal Communications (3)**

This course provides students an opportunity to examine informal and formal interpersonal communication in the work environment. Topics include effective and ineffective communication patterns, models of communication, developing listening skills, perception, and responding styles. Theoretical considerations will be complimented with practical applications utilizing role playing, simulations, and case analyses. (summer) Previously: GSA 599

**GSA 524 Advanced Leadership Workshop (3)**

This seminar provides the participants an opportunity to develop ways to implement the principles for achieving excellence (Peters and Waterman) and Situational Leadership (Hersey and Blanchard). Workshop sessions focus on theory, assessment of leader style and follower maturity, contingency contracting, change strategies, training design, and behavior modification. The development of a final comprehensive implementation plan is expected of all participants. Previously: GSA 592

Prerequisite: GSA 512 Organizational Behavior or equivalent

**GSA 525 Future Shock: Management in the 21st Century (3)**

This course will analyze the emerging trends that will impact the "private" and "non-for-profit" sectors in the future. Through readings, lectures and simulations, students will become familiar with the technology, knowledge and skills that will be required of managers to work in organizations of the future. (fall)

Prerequisite: GSA 491 Management or equivalent

**GSA 526 Entrepreneurship and Innovation (3)**

The nature of entrepreneurship in both start-ups and established organizations is the subject of this course. It examines the environments and conditions that promote and stimulate the entrepreneur or "intrapreneur," and will make extensive use of guest speakers and theoretical readings. (spring) Previously: GSA 588

**GSA 527 Legal Issues in Administration (3)**

This course focuses on several areas of the law that are of interest to administrators in both the private and public sectors. Throughout the course, theoretical concepts are examined in an administrative context to enable the student to understand the processes by which law is made, interpreted and applied. A case approach is used, with attention given to rulings in antitrust legislation, deregulation and equal opportunity. Some other major topics include disclosure and privacy laws, business organization, contract law, product liability, government regulation, and labor law. (fall) Previously: GSA 576

**GSA 545 Management and Ethics (3)**

This course explores the effects of personal, corporate, and societal values on decision making in the marketplace. It assists students in the development of reasoning skills for application of ethical principles to management. (summer) Previously: GSA 568

**PLANNING AND CONTROL AREA OF SPECIALIZATION****GSA 531 Computers in Management (3)**

Computers in Management is a new course in the qualifying area of Computer Science in the M.S.A. degree program, and is intended specifically for students with no previous computer experience. The course is designed to introduce the student to the capabilities of computers



as part of an information system, and the role of information systems in facilitating decision making at all management levels. Major topics will include office automation, information systems design, management of information, and the impact of information technology on the organization. A portion of class time will be spent visiting user sites to discuss computer issues with on-site managers. (fall) Previously: GSA 527 and GSA 553

### **GSA 532 System Analysis and Planning (3)**

This course will examine the major administrative techniques that managers and planners use in managing organizations. The following techniques will be employed: systems analysis, planning cycles, flowcharting, network analysis (PERT), management by objectives (MBO), and others. (spring) Previously: GSA 574

### **GSA 533 Strategic Management (3)**

This course will review the major skills, trends and processes that public/private sector managers will need to prepare their organizations for the future. Strategic planning models, forecasting tools, environmental scanning, portfolio analysis and business modeling techniques will be reviewed. (spring) Previously: GSA 561

*Prerequisite:* GSA 491 Management or equivalent.

### **GSA 534 Financial Management II (3)**

This course introduces the advanced student of finance to the practice of financial management. The emphasis is on financial principles, computer models and their application to the decisions required of the chief financial officer. Extensive use of case analysis and Lotus 1-2-3 enables the student to assume the role of the financial manager in addressing the questions and issues raised in the course. Lecture material and the assigned text reinforce this perspective and emphasize the practical usefulness of the material presented. (summer) Previously: GSA 558

*Prerequisite:* GSA 513 Financial Management I or instructor's permission.

### **GSA 535 Production and Operations Management (3)**

This course introduces the intermediate student of management to the basic principles and practices of production and operations management. The emphasis is on application and theory. Five major areas will be covered: Decision Making, Forecasting, Work System Design, Facilities Planning & Design, Inventory Control & Quality Assurance.

*Prerequisites:* GSA 493 or 494, GSA 528, or permission of instructor.

### **(E)GSA 536 Business Quantitative Tools and Introductory Statistics (3)**

This course is designed as an introduction to the information in business quantitative tools and how managers use them. All students who feel weak in quantitative methods should take this course. The information gained will help students in subsequent courses. Some topics included are averages, standard deviation, sampling techniques, linear regression, linear programming, probability, and managerial forecasting techniques. Previously: GSA 528 Introduction to Statistics.

## **SOCIAL ADMINISTRATION AREA OF SPECIALIZATION**

### **GSA 541 Business and Social Policy (3)**

This is a special topics seminar that addresses the interrelationships of social policy, organizational policy, economy and the political process. The course will review the major social problems in society and identify ways the public and private sectors can improve the quality of life for individuals and groups in our society. (spring)

### **GSA 542 Social Administration (3)**

Students will be exposed to a wide variety of management problems, strategies and solutions in the fields of Health, Education and Social Services. There will be an opportunity to link theory with practice by applying skills to complex simulations that incorporate the techniques of role-playing, in-basket, and leadership exercises. (fall) Previously: GSA 583

**GSA 543 Health Administration: Issues and Trends (3)**

An application of administrative theory and practice to the health services, medical care, and public health environments including hospitals and other institutions, as well as non-institutional programs and organizations. Emphasis is given to analysis and discussion of case studies. (spring) Previously: GSA 550

*Prerequisite:* GSA 491 Management or equivalent.

**GSA 545 Management and Ethics (3)**

This course explores the effects of personal, corporate, and societal values on decision making in the marketplace. It assists students in the development of reasoning skills for application of ethical principles to management. (summer) Previously: GSA 568

**PERSONNEL AND LABOR AREA OF SPECIALIZATION****GSA 551 Human Resource Management (3)**

Human resources are increasingly viewed as one of the most important resources of an organization. How these resources are managed has come to be seen as vital to the success of any organization. This task has become increasingly more complex and difficult because of a variety of factors. Some of these factors can be found in an ever complex macro-environment in which competition has become intense, the technological requirements in many fields are growing daily, the skill mix is changing, and societal demands and needs are translated into increased legislative restrictions. The Human Resource Professional must be highly trained in many areas. In addition, the complexity of the field as well as the essential nature of its role requires that all managers become human resource professionals conversant with the many aspects of human resource development. It is important to realize that the many aspects of human resource management require the use of situational management. People problems are not conducive to cut and dry answers. One can learn the laws and master the techniques of interviewing or counseling or how to set up a job evaluation or any of the various techniques. It is important that we try to combine information with experience. The format of this course provides both. (spring) Previously: GSA 542

*Prerequisite:* GSA 491 Management or equivalent

**GSA 552 Labor Relations (3)**

A broad survey course. Topics include the history of the American Labor Movement, the development of labor law in the United States, and analysis of the techniques and strategies of collective bargaining both for management and labor in the private and public sectors. Cases and extensive classroom participation allow exploration of various methods of dispute settlement including mediation, arbitration, and negotiation. (spring) Previously: GSA 546

**GSA 553 Advanced Labor Relations (3)**

This course emphasizes the practical aspects of collective bargaining. It takes the information developed in the Principles of Labor Relations Course (a prerequisite) and applies it to the practice of collective bargaining. A case study (which includes the negotiation of an actual labor contract) and intensive classroom participation allow in-depth exploration of the various methods of dispute settlement. (summer) Previously: GSA 571.

*Prerequisite:* GSA 552 Labor Relations or instructor's permission.

**GSA 554 Professional Managerial Effectiveness (3)**

This course is designed to enable participants to develop personal and professional skills that will enhance their managerial effectiveness. Participants will learn to work more effectively with others by developing a better understanding of behavioral styles; learn ways to work more effectively with difficult behavior styles; assess time management style; learn time management techniques; learn to conduct effective meetings; develop an understanding of stress; identify signs and sources of stress; recognize stress overload; and learn stress management techniques. (fall)



**GSA 527 Legal Issues in Administration (3)**

This course focuses on several areas of the law that are of interest to administrators in both the private and public sectors. Throughout the course, theoretical concepts are examined in an administrative context to enable the student to understand the processes by which law is made, interpreted and applied. A case approach is used, with attention given to rulings in antitrust legislation, deregulation and equal opportunity. Some other major topics include disclosure and privacy laws, business organization, contract law, product liability and government regulation. (fall) Previously: GSA 576

**MARKETING AREA OF SPECIALIZATION****GSA 561 International Marketing (3)**

International Marketing will expose the student to the application of marketing techniques to the global marketplace. The course will address the changing economic, social, and political variables that a firm must deal with when it begins marketing its product or service outside the United States. The course will also focus on how the various elements of the marketing mix can be adapted in response to these variables in order to penetrate foreign markets. (fall) Previously: GSA 585

*Prerequisite:* GSA 495 Marketing Management or equivalent.

**GSA 562 Sales Strategies and Sales Management (3)**

This course gives the student an overview of the sales function in a marketing-oriented organization. The course will address what makes an effective sales strategy and presentation, and how the sales operations and salespeople are managed within a marketing-oriented organization. (fall)

*Prerequisite:* GSA 495 Marketing or equivalent

**GSA 563 Sales Promotion and Advertising (3)**

Advertising and Sales Promotion focuses on the management of the entire sales promotion function. The course will consist of an in-depth analysis of the uses of advertising, public relations, and non-advertising promotional techniques. The main emphasis will be on selecting the most appropriate vehicles for transmitting the firm's message, thus increasing sales. (spring) Previously: GSA 539

*Prerequisite:* GSA 495 Marketing Management or equivalent

**GSA 564 New Product Development (3)**

This course focuses on the process of creating and marketing new products (or services). The course will run through the entire cycle of new product development, from identification of opportunities, design, testing and improvement, and introduction in the marketplace, to management of the product life cycle. (summer)

*Prerequisite:* GSA 495 Marketing Management or equivalent.

**Additional Course Options****GSA 591 Special Topics (3)**

This course will be offered on current topics when the need arises. This enables the curriculum to adapt to changes quickly.

**GSA 592 Independent Study (1-3) - or GSA 593 Directed Reading (1-3)**

These options are provided for students to undertake a study, project or readings effort in an area not covered through any existing courses in the regular curriculum. Students may request a faculty member with whom they have taken a course to advise them during the Independent Study or Directed Reading. With the advisor, students must complete an Independent Study or Directed Reading proposal form (available at the Graduate Studies Office) that outlines the course purpose, objectives, topics, evaluation mechanisms and outside source material. The form must be signed by both student and advisor, and submitted to the M.S.A. Director. The Independent Study or Directed Readings should be completed in one semester. Previously: GSA 686 and GSA 687, respectively.

**GSA 600 Series (1)**

A student may select up to three (3) 1-credit courses to replace one (1) 3-credit elective in their M.S.A. No more than three (3) 1-credit electives will be accepted as part of the degree.



# CLINICAL PSYCHOLOGY

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## HISTORY AND PHILOSOPHY

The (M.A.) Program in Clinical Psychology at Saint Michael's is a 60-credit degree program focused on the preparation of students for entry level professional positions in the mental health services of hospitals, clinics, colleges, schools, and human service agencies. Saint Michael's goal is to promote the integration of theory, research, and practice in the field of clinical psychology. This means providing the student with the opportunity for the in-depth study and analysis of both the research tradition of academic psychology, and the theoretical and case study tradition of professional psychology. The program is eclectic in orientation and the faculty offer a diversity of interest and views within the framework of the curriculum.

Equal in importance to the content of the curriculum is the educational atmosphere of the program. The program strives to provide a milieu that respects the individual educational goals of the graduate student, and fosters intellectual, personal and professional growth. The faculty are committed to this goal, and to providing graduate education and training in a personal and non-bureaucratic learning environment. All clinical courses are taught by highly experienced clinical practitioners, while the full-time college faculty teach the core courses in experimental psychology, social psychology, and research methods.

The Psychology Department is located in St. Edmund's Hall which opened in 1987, and houses excellent computing and laboratory facilities for the support of behavioral research.

All classes are held in the evening, or weekend, thus permitting either full-or part-time study towards the Master's degree. Most students are returning to school after spending a number of years working in a variety of settings, though the M.A. in Clinical Psychology Program also welcomes recent graduates interested in pursuing a master's degree immediately after college.

Courses are offered in the fall, spring, and summer terms. However, those wishing to pursue graduate work on a full-time basis will find it necessary to begin their studies in the fall, since most of the clinical core courses are two semesters and begin in the fall term.

## OBJECTIVES

- To provide students with a solid theoretical and empirical foundation in experimental psychology.
- To provide students with a solid theoretical, empirical, and practical foundation in clinical assessment and intervention.
- To provide students with an understanding of the social, ethical, and professional content of clinical psychology.
- To prepare students for entry level positions in the mental health systems as professional psychologists.
- To provide students with a firm foundation for doctoral level study.

## ADMISSION REQUIREMENTS

1. Bachelor's degree with a concentration in psychology or related discipline. For those lacking a psychology concentration the following psychology courses are required:
  - a. General Psychology
  - b. Developmental Psychology (or Child Psychology)
  - c. Abnormal Psychology
  - d. Statistics or Experimental Psychology
2. Undergraduate G.P.A. of 3.0 or greater (and a 3.25 G.P.A. on any post-graduate courses taken).
3. Graduate Record Examination Aptitude test, as well as the subject test in psychology for those with psychology concentrations.
4. Autobiographical sketch and statement of goals.
5. Two personal references that can address the student's academic and professional potential.

Applications are handled on a rolling admissions basis, however, students wishing admission for the Fall term are encouraged to apply at least six months prior, and certainly no later than the first of June of the year in question.

In order to provide personalized and high quality graduate training in clinical psychology, it is necessary to keep the size of the program small. Therefore, the number of openings each year is limited, and the admissions process is competitive.

## DEGREE REQUIREMENTS

1. General Psychology Core - 15 credits
2. Clinical Core - 21 credits
3. Practicum and Professional Seminar - 12 credits (see Internship note below.)
4. Research Seminar - 3 cr. (Thesis is three credits in addition to Research Seminar)
5. Electives - six or nine credits depending on No. 4 above.

*Internship* - Internships are provided in the second year of study. Students earn six credits per semester (for two semesters), and work 15-20 hours per week in a clinical setting. Their work as a psychology trainee is under the direct supervision of a licensed psychologist, and additional group supervision is provided once a week in the Practicum course on campus. Internship sites have included the Vermont State Hospital, community mental health centers, college and university counseling services, public school systems, and the Medical Center Hospital of Vermont.

## SPECIAL NOTES

Students interested in the M.A. in Clinical Psychology should also request the Handbook for a more detailed program outline.

*Course Sequences* - Students have a good deal of flexibility in planning the sequence of their courses. The following guidelines should be followed in designing a personally satisfactory sequence:

1. The clinical core courses should be completed prior to doing the internship.
2. Of the three clinical core courses, Psychological Assessment I and II demand the greatest background understanding of personality and psychopathology, and so should probably be taken third unless the student has a very strong prior preparation in these areas.
3. Electives cannot be taken until after completion of the relevant clinical core course(s). Exceptions only with permission of the instructor.
4. Finally, the major paper or thesis should not be undertaken until Research Methods I and II have been completed. Those students undertaking the major paper or thesis should register for Research Seminar in the Fall of the year they plan to do their project.

## COURSE DESCRIPTIONS CLINICAL PSYCHOLOGY

### *General Psychology*

#### **GPS 505 Advanced General Psychology (3)**

A broad survey of the field of psychology with an emphasis on the physiological correlates of behavior and learning theory. (fall)

*Prerequisite:* A Bachelor's Degree or its equivalent. Introduction to Psychology (PS 101), and Physiological Psychology (PS 309)

#### **GPS 510 Research Methods I (3)**

This course begins with a short review of basic undergraduate statistics and research methods. The rest of the semester will include an advanced treatment of 2- and 3-way between and within groups factorial designs, analyses of variance, contract procedures, post-hoc comparisons, and trend analysis. Each class will involve both a lecture and a work session along with a limited amount of laboratory work. (fall)

*Prerequisite:* Bachelor's degree and an undergraduate statistics course.



**GPS 511 Research Methods II (3)**

This semester builds on the information acquired in Research Methods I. The emphasis, however, will be on simple and multiple correlation and regression, factor analysis, critical path analysis and multiple analysis of variance techniques. The research designs appropriate to each of these analytical techniques will be presented in detail. The same lecture-exercise format will be used as in Research Methods I. (spring)

*Prerequisite:* Research Methods I

**GPS 513 Advanced Developmental Psychology (3)**

A review of contemporary research in developmental psychology with emphasis on personality and social development. (spring)

*Prerequisite:* Bachelor's degree and Development Psychology (PS 205).

**GPS 520 Advanced Social Psychology (3)**

An in-depth look at selected topics from the field of social psychology. Theory and research from areas such as the self, social cognition and social learning theory will be emphasized. (summer)

*Prerequisite:* Bachelor's degree and PS 220 Social Psychology or its equivalent.

**GPS 507 Psychological Assessment I (4)**

An introduction to the construction, administration, and interpretation of psychological tests. Emphasis during the first semester will be on the assessment of intellectual functions and abilities. Extensive practice in the administration of individual intelligence tests will be provided. (fall)

*Prerequisite:* Undergraduate Statistics and admission into the program or permission of the Clinical Director. Three hours of class, one-hour of laboratory.

**GPS 508 Psychological Assessment II (4)**

A continuation of GPS 507 with an emphasis on personality assessment, objective and projective. (spring)

*Prerequisite:* GPS 507 and degree student status or permission of the director. Three hours of class, one-hour of laboratory.

**GPS 515 Advanced Abnormal Psychology (3)**

An in-depth review of the DSM III, alternative diagnostic approaches, and the major categories of psychological disturbance with a special emphasis on clinical diagnosis and treatment planning. (fall)

*Prerequisite:* Open to degree students only, or by permission of the director.

**GPS 516 Advanced Abnormal Psychology II (3)**

A continuation of GPS 515. (spring)

*Prerequisite:* GPS 515. Open to degree students only, or by permission of the director.

**GPS 517 Introduction to Clinical Interventions I (3)**

An examination of theories of Psychotherapy, both current and historical. The therapeutic relationship will be studied and methods of using that relationship for positive change will be identified. (fall)

*Prerequisite:* Open to degree students only or by permission of the director.

**GPS 518 Introduction to Clinical Intervention II (4)**

An examination of the therapeutic relationship as a basis for clinical assessment and intervention. Also covered will be crisis intervention, short-term therapy, milieu therapy and the interface with medicine. (fall)

*Prerequisite:* GPS 517. Three hours of class, one-hour laboratory.

## ***Internship & Professional Seminar***

### **GPS 610 Practicum and Professional Seminar I (6)**

This seminar is for students doing their internship. It provides a forum for the discussion of professional ethics and affairs, legal and policy issues in psychology, and specific clinical issues arising in the internship settings. (fall)

*Prerequisites:* GPS 507-508, 515-516, 517-518.

### **GPS 611 Practicum and Professional Seminar II (6)**

A continuation of GPS 610. This seminar is for students doing their internship. (spring)

## ***Selected Elective Courses***

### **GPS 601 Group Psychotherapy (3)**

This seminar provides an overview of theory and research and a basic appreciation for group therapy. Selected topics include: contrasting approaches; group development; the role of the therapist; organizational and ethical concerns. Didactic and experiential learning activities are part of the student's experience.

*Prerequisite:* GPS 517-518 or permission of the instructor.

### **GPS 612 Marital and Family Therapy (3)**

A foundation course dealing with fundamental theoretical concepts, assessment techniques, and therapeutic strategies in general areas of family therapy and systems theory. Emphasis will be on understanding the concepts in real families; a mixture of case studies, family visits, videotapes, films, role-playing, and active exploration of one's own family will be utilized throughout the course.

*Prerequisite:* GPS 517-518 or permission of the instructor.

### **GPS 614 School Psychology (3)**

This course will focus on "best practices" of psychology in the schools, addressing both professional role and function issues as well as specific skill development needs of the practicing psychologist in educational settings. Topics include: professional functioning; boundaries; organizational aspects of schools; PL 94-142 and other legal aspects of practice; multidisciplinary team functioning; school consultation methods; pre-referral interventions; and psycho-educational assessment of cognitive processing, academic skills, and classroom behavior. Practicum experiences will be expected as part of the psycho-educational assessment portion of the course.

*Prerequisite:* GPS 507-508, may be taken concurrently with this course.

### **GPS 605 Intensive Individual Psychotherapy (3)**

Psychotherapy with ego impaired individuals that fall in the diagnostic category of Personality Disorders, specifically the borderline, dependent, and narcissistic subgroups. There will be extensive readings from the object-relations literature.

*Prerequisite:* GPS 517-518 or permission of the instructor.

### **GPS 625 Philosophical Foundation of Clinical Psychology (3)**

A critical review of the implicit philosophical assumptions of the various "schools" of psychology and psychotherapy. Selected topics include: reductionism, consciousness, mind/body problem, mind/body problem; philosophy of science, ethics and the criteria of mental illness; clinical knowledge and truth criteria.

*Prerequisite:* GPS 517-518 or permission of the instructor.

### **GPS 686 Independent Study - Elective (3)**

This option provides the student an opportunity to undertake a study in a specific area not covered in the regular course offerings. The student, with the supervisor, would outline in proposal form the purpose of the study, as well as an outline of the evaluation instrument and method of evaluation. A bibliography should also be included.



**GPS 687 Directed Readings - Elective (3)**

This option provides the student with an opportunity for greater in-depth study of a topic already addressed in the curriculum.

**GPS 689 Research Seminar (3)**

This is a year long seminar for all students beginning work on their major paper or thesis. It allows students to share their research and receive feedback and supervision on a continuous basis. The major paper is an in depth analysis of the theoretical, clinical, and experimental literature in a specific area of clinical psychology. It demonstrates the student's ability to synthesize, integrate, and critique the knowledge base of professional psychology, and contribute to the growth of that knowledge.

*Prerequisites:* GPS 510, 511. See below for description of the thesis.

**GPS 690 Thesis (3)**

The thesis is an empirical study of a particular hypothesis in the field of clinical psychology conducted up to the standards of the profession and contributing to the empirical knowledge base of professional psychology.

## EDUCATION

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### HISTORY AND PHILOSOPHY

The first in the chronology of graduate studies at Saint Michael's College, graduate programs in Education began in the summer session of 1940, offering courses leading to the degree of Master of Education. Then, as now, professional education courses-of-study were viewed as an extension of the liberal arts tradition upon which the College was founded. Entrance requirements have always sought to identify candidates who were and are potential leaders and scholars in their disciplines. Throughout the years, the Education program has diversified but the connection to the liberal arts tradition remains an integral part.

Saint Michael's graduate education programs include a Master of Education degree (M.Ed.) and a Certificate of Advanced Graduate Study (C.A.G.S.). All programs within Education are designed for educators interested in teaching or administration at various levels of public and private education. In planning their programs, students may choose to select courses in a sequence that responds to their particular needs or interests, or they may choose to follow a concentration in Curriculum, Reading, Special Education, Administration, or Computer Education. Within the graduate program, it is possible to follow the Vermont Department of Education approved program and obtain Vermont certification as an Elementary Teacher, Reading Teacher, School Principal, Consulting Teacher/ Learning Specialist or Resource Room Teacher. Approved programs for secondary teachers include: Art, Computer Science, English, Foreign Languages, Mathematics, Music, Science, and Social Studies.

### OBJECTIVES

Our programs seek to provide individualized opportunities for professional growth in these areas:

- To develop professional knowledge and expertise;
- To improve teaching and/or administration skills;
- To integrate professional knowledge with the practical application in schools and classrooms; and
- To provide enriching experiences for personal growth.

### MASTER OF EDUCATION (M.Ed.)

#### *Procedures for the Degree*

1. Complete application and admission forms.
2. With an advisor, complete Candidacy form (course of study plan) usually after six (6) credits, compulsory before twelve (12) credits.
3. Candidacy is granted.
4. Complete at least thirty-six (36) credits of graduate course work, with at least eighteen (18) of those credits in the area of concentration. (See section on Program Description).
5. Comprehensive oral examination on scholarly paper.
6. Graduation.

### CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.)

#### *Certificate and Admissions Requirements*

The Certificate of Advanced Graduate Study in Education is a post-Masters level certificate which allows a graduate student to pursue another field of study within Education. It is comprised of thirty (30) graduate credits beyond the Master's degree, nine of which may be transferred from another institution if they are post-Master's credits. Application procedures are as follows:



1. Complete application for admission form. (Students who have completed graduate degrees at Saint Michael's College may simply reactivate their graduate file with a letter stating their intention to the Director).
2. With an advisor, plan a program of at least thirty (30) credits consonant with educational needs and submit a Plan for Advanced Graduate Study to the Graduate Studies Office.
3. Complete the thirty (30) credits.
4. Certificate is granted.

## SPECIAL NOTES

*Design of the Program* - Saint Michael's College has designed graduate programs in education so that persons can complete a Master's degree and an advanced credential concurrently. (Requirements for the completion of the degree and the credential are not exactly the same.) Persons may choose to complete a Master's degree apart from a credential and vice versa. Fifth year credential students may include graduate coursework in their program. Advisors will help to determine whether or not this is possible.

## M.Ed. AND C.A.G.S. CONCENTRATIONS

*General* - This program is a self-designed plan of graduate study based on one's educational goals. It is planned with an advisor and should follow the degree program procedure. Each student selects an array of courses and experiences, culminating in GED 562 Educational Research, which should be the capstone of the program. GED 562 allows the student to formulate his/her thesis or scholarly paper, and prepares the student for the oral comprehensive examination.

Required course: GED 562 Educational Research

*Special Education Concentration* - The Graduate Program in Special Education offers programs leading to certification as Resource Room Teacher (21 credits) or Consulting Teacher/Learning Specialist (36 credits). The program also offers a post-Master's degree concentration in Language/Learning Disabilities (18 credits) for special educators, school psychologists and speech/language pathologists who wish to broaden their professional areas of expertise. Students enrolled in a program may be eligible for a State Department stipend to cover part of the cost of tuition.

The program is in session year round. Students may begin the program during any semester, although a specific sequence of courses is recommended. During the school year, classes meet during the evenings and on weekends. During the regular six-week summer session, classes meet during the day, Monday through Thursday, or during the evening. This schedule allows students to continue to work while earning a graduate degree. Students are encouraged to enroll for 3-6 credits per semester and to complete a program in two to three years.

The hallmarks of the program are the case study approach and the strong emphasis on practicum experiences. This emphasis facilitates the integration of course work and practice, theory and application, assessment and instruction and multidisciplinary perspectives. All faculty members are practitioners as well as instructors.

The following courses provide the core curriculum for the *Resource Room and Consulting Teacher* certification programs:

- GED 632B Instruction of Learning Disabled
- GED 632A Diagnosis of Learning Problems
- GED 633 Legal and Professional Issues
- GED 631 Development and Education
- GED 640 Language and Learning
- GED 661 Designing Instructional Programs
- GED 662 Implementing Instructional Programs

In addition, *Consulting Teacher* candidates take the following fifteen (15) credits:

- GED 612 Math Disabilities
- GED 581 Behavior Problems

- GED 634 Consultation in the Schools
- GED 664 Implementing a Consulting Program
- GED 562 Educational Research

The curriculum for the *Language/Learning Disabilities* concentration consists of the following courses:

- GED 635 Evaluating Trends and Practices in L.D.
- GED 640 Language and Learning
- GED 505 Diagnostic Teaching
- GED 553 Reading, Spelling, and Phonology
- GED 631 Development and Education
- GED 628 Individualizing Instruction in the Mainstream Classroom

*Administration Concentration* - Saint Michael's school administration program seeks to provide the state of Vermont and other states with able, effective administrators who can communicate effectively, who have a thorough knowledge of children and adolescents, who can recognize the potential for growth in others and provide opportunities for staff development, and who will function as educational leaders in their schools. It is possible to attain Vermont certification as a school principal in this program .

Required courses (usually three (3) credits unless noted otherwise):

- GED 562 Educational Research
- GED 510 Curriculum Development
- GED 511 Curriculum Design
- GED 564 School Finance
- GED 573 School Principal
- GED 570 History and Issues in Educational Administration
- GED 572 Supervision and Leadership in Administration
- GED 688 Practicum in School Administration (for Certification students only)

Recommended courses:

- GED 540 Organizational Behavior
- GED 634 Consultation in the Schools

*Curriculum Concentration* - The Curriculum specialization in graduate programs in Education combines the theoretical with the practical and applied. A thorough knowledge of modern curricula is provided, pertinent to elementary and secondary schools, and the program is designed to give teachers and administrators the necessary tools and strategies to develop and evaluate all aspects of school curricula. From a broad base, teachers will be able to delve more deeply into areas of their choice.

Required courses:

- GED 562 Educational Research
- GED 510 Curriculum Development
- GED 511 Curriculum Design

Students also take at least nine (9) credits within a subject area. For example, a student interested in Reading and Language Arts Curriculum would take an additional nine (9) credits such as:

- GED 521 Individualizing Language Arts Instruction
- GED 531 Approaches to Reading Instruction
- GED 537 Reading and the Adolescent

A student interested in Mathematics would take:

- GED 623 Thou Shalt Not Kill Mathematics
- GED 568 Curriculum Development in Mathematics
- GED 620 Guiding Children Through Mathematics

*Reading Teacher Concentration* - The goal of the Reading Teacher Certification Program is to prepare classroom teachers to be more effective teachers of reading and the language arts. Though the program is designed for elementary teachers, it is conceivable that second-



dary teachers would benefit from an in-depth study of the reading and language arts fields as well. Courses in reading methodology, reading diagnosis, and clinical experiences provide the framework that allows the graduate student to develop competence as a reading teacher. Consistent with the Vermont Department of Education's *Certification Regulations for Vermont Educators*, this program, upon successful completion, will lead to Vermont certification as a "reading teacher".

The reading teacher certification program consists of eighteen (18) credits. Students are expected to take five (5) courses, complete a practicum, and write a scholarly paper documenting the acquisition of the eight (8) reading teacher competencies.

Required courses (students may select from several, but an example is provided here):

- GED 531 Approaches to Reading Instruction
- GED 534 Analysis and Correction of Reading Difficulties
- GED 539 A Survey of Children's Literature
- GED 521 Individualizing the Language Arts
- GED 688 Practicum: Reading Teacher

*Computer Science Concentration* - The growing use of computers in schools has created a need for teachers and administrators who possess computer skills. The Master of Education in Computer Science at Saint Michael's College is designed to allow students the opportunity to become more involved in this exciting field. A student who completes this program will meet all the Vermont standards for certification as a Computer Science Teacher. This endorsement was required of all Vermont computer teachers by the fall of 1987.

The Master of Education in Computer Science requires at least eighteen (18) credits in Computer related courses. With an advisor, students may choose from among the list of courses below:

- GED 580 Introduction to Computers for Educators
- GED 565 School Computer Software
- GED 584 Programming in BASIC
- GED 594 Supportive Software for Educators
- GED 591 Computer Systems
- GED 586 Programming in PASCAL
- GED 587 Selected Topics:
  - A. Programming in BASIC II
  - B. Advanced PASCAL
  - C. School Computer Software II
  - D. dBASE III Plus
- GED 686 Independent Study
- GED 687 Directed Readings

*Certification Programs in Secondary and Elementary Education* - Saint Michael's College has approved programs that lead to certification in the following subject areas: Art, English, Foreign Languages, Mathematics, Music, Science, Social Studies, and Computer Science. In order to qualify for certification as a secondary school teacher, the following conditions and courses must be completed.

Conditions:

1. A Bachelor's degree in the subject area with the appropriate content of a "major" matching the Saint Michael's College concentration.
2. A 2.8 grade point average in the discipline.
3. An overall 2.8 grade point average.
4. Evidence of computer literacy.
5. An informed desire to become a teacher.

Saint Michael's program rests on the two-fold philosophy that first, teachers are scholars, and second, there is a specific body of knowledge in Education that forms the foundation for successful classroom application. It is designed so that a prospective teacher may acquire enough educational knowledge to be successful as a *beginning teacher*.

Required courses:

- GED 516 Teacher as Decision-Maker
- GED 518 Adolescent Psychology and Behavior

GED 530	Reading in Subject Areas
GED 631	Development and Education
GED 503	Secondary Methods
GED 688	Practicum: Secondary Teaching

Certification is not guaranteed even with the successful completion of all courses. The College may require additional practica or coursework, depending on the student's demonstrated ability during student-teaching.

Saint Michael's College has an approved program that leads to certification of an elementary school teacher in grades K-6. In order to qualify for certification, the following conditions and courses must be completed.

**Conditions:**

1. A bachelor's degree and a cumulative average of 2.8.
2. Evidence of computer literacy.
3. An informed desire to become a teacher.

**Courses:**

GED 516	Teacher as Decision-Maker
GED 531	Approaches to Reading Instruction
GED 521	Language Arts Instruction in Elementary Classes
GED 623	Thou Shalt Not Kill Mathematics
GED 632B	Instruction of Learning Disabled or
GED 631	Development and Education, or
GED 640	Language and Learning
GED 519	Child Development
GED 515	Seminar in Classroom Management
GED 688	Practicum: Elementary Teaching

The College reserves the right to require additional courses and practica until the time when the student has demonstrated the teaching ability of a beginning teacher. Science courses with laboratories must be evidenced on transcripts or they will be included in the above list of certification requirements.

## **COURSE DESCRIPTIONS**

### **EDUCATION**

#### **GED 503 Secondary Methods (3)**

Taken concurrently with student-teaching in Secondary Schools, this course focuses on methods in particular disciplines and classroom disciplines and management techniques.

#### **GED 505 Diagnostic Teaching (3)**

Students will learn to use a diagnostic approach to teaching. This is a practicum course. Permission of the instructor is required.

#### **GED 510 Curriculum Development (3)**

This course focuses on creating and writing curriculum plans for elementary, middle school or high school content areas. Students are expected to survey several content areas, then select one to research and develop. Basic curriculum development theories are presented, but the focus is on practical application.

#### **GED 511 Curriculum Design (3)**

Theoretical constraints of curriculum design are presented with social implications and practical considerations of each. Historical trends are noted and contemporary models analyzed and evaluated.

#### **GED 515 Seminar in Classroom Management (3)**

Taken concurrently with student-teaching in Elementary schools, this seminar meets weekly to discuss and analyze classroom discipline techniques, individualization, small group teaching, peer tutoring, learning centers, record-keeping, evaluation, parent involvement, and other pertinent topics directly related to student teaching.



**GED 516 Teacher as a Decision Maker (3)**

An analysis of the role of teacher in contemporary education, this course includes at least 30 hours of focused observation in school settings. The kinds of decisions with respect to discipline, curriculum and instruction and the way in which those decisions are made provide the content of this course. Readings, short papers, and observational charts and logs make up the assignments.

**GED 518 Adolescent Psychology and Behavior (3)**

An analysis of early, middle and late adolescence, this course deals with cognitive, social and emotional, moral, physical, and language development. The development of mathematical and scientific reasoning is also explored. Integrated into theoretical constraints are observations in school settings, again with the focus on what decisions are made to enhance adolescent development and to understand adolescent behavior. Through classroom management techniques, discipline measures are studied.

**GED 521 Language Arts Instruction in the Elementary Classroom (3)**

This course will provide students with a theoretical and practical knowledge of Language Arts Instruction. Students will study teaching methodologies of the Language Arts skills and learn to reinforce and integrate those skills across the curriculum. Classroom activities will include readings, journals, group and individual presentations, reaction papers and video taping sessions.

**GED 530 Reading in the Subject Areas (3)**

Essential aspects of the reading process are reviewed as they relate to the content area teacher (math, science, English, etc.). Strategies are presented so that the poor reader and the good reader can find ideas in the content area more accessible. Concepts such as readability, study skills, comprehension and informal assessment of reading in content areas are discussed.

**GED 532 Teaching Reading Comprehension Through Children's Literature (3)**

Children's books will provide the focal point as we discuss how to get children involved in reading, then how to document their understanding through activities, drama, film and video-tape. Students should be prepared to read a substantial number of children's books and become knowledgeable about a variety of types of literature. The reading comprehension process is analyzed as we plan for different levels of comprehension.

**GED 534 Analysis and Correction of Reading Difficulties (3)**

The emphasis is on the use of informal language-related tests to analyze the needs of children with reading difficulties. A diagnostic scheme is presented using information from informal tests and some standardized tests, then a corrective program is created to follow the diagnosis. The analysis and correction should be implemented using the time and materials available to a classroom or special needs teacher. This course provides a model for the classroom teacher to use in analyzing a child's reading problem and then doing something about it.

**GED 535 Reading & Writing = Thinking (3)**

A look at how children learn to read and write, and the relationship between reading and writing that leads to critical thinking. Students will develop classroom strategies to teach and evaluate reading and writing in elementary and secondary classrooms.

**GED 537 Reading and the Adolescent (3)**

The reading process is analyzed with a view toward how the adolescent reads. Fiction and non-fiction, i.e. subject area materials in School Studies, Science, Math, English, are presented with accompanying methodologies for middle school and high school teachers. Strategies such as advanced organizers, study guides, and concepts such as readability are discussed. Finally, adolescent novels with a high interest factor are presented and analyzed.

**GED 538 Documentation of Reading Teacher Competencies (3)**

Working closely with his/her advisor, the student will write a formal paper describing his/her acquisition of the eight Competencies, citing examples of materials used, instructional strategies, diagnostic instruments administered, and other specific information pertinent to the Competencies. Verification from the placement supervisor should accompany the report. This document will be presented to the faculty committee prior to the student's oral exam.

**GED 539 A Survey of Children's Literature (3)**

An overview of literature for children and youth is presented with an emphasis on current books. In addition to analyzing important works of children's literature, methods of introducing literature to children will be stressed, particularly story-telling and book talks.

**GED 539B Comprehensive Look at Children's Picture Books (1-2)**

The newest and best of children's picture books are presented. Students are expected to develop criteria for evaluating picture books, use reviewing tools, and discuss classroom and home use.

**GED 540 Organizational Behavior (3)**

In this course students will be introduced to the study of human behavior, attitudes and performance within an organizational setting. Students will learn about individual perceptions, values and actions while working in groups, and how to lead individuals and groups to enhance individual and organizational productivity. In addition students will become familiar with the use of techniques such as behavior modification in changing human behavior. Theoretical consideration will be followed by application exercised, through role-playing and case analysis.

**GED 551 Images of Peace and War in Children's Literature (3)**

Through the reading of fiction, non-fiction, poetry, and biography, the themes of peace and war will be explored within the context of their portrayals in children's literature. Preschool through young adult literature will be surveyed. Essentially a discussion course, students will be expected to complete a reading list (which will be sent prior to the first class) and to produce a paper.

**GED 561 Current Philosophies in Education (3)**

This course will examine current philosophies of teaching and learning. It will incorporate readings and research in such areas as Mastery Learning, Concept Mapping, Cognitive Skills Profile, Learning Styles Inventory, Teacher Effectiveness Training, and Split Brain differences.

**GED 562 Educational Research (3)**

This two-semester course will provide students with an orientation for researching, reviewing and summarizing topical literature in Education. This course provides the basis for completing the Comprehensive Paper. The class will meet for three sessions at the beginning of the semester and work independently thereafter.

**GED 563 School Law (3)**

Federal, State, and Local Educational legislation will be studied. Also, relevant court decisions will be included in this analysis of laws that affect the various aspects of Education.

**GED 565 School Computer Software (3)**

This course will offer students a look into the use and application of generally available computer software. Some topics that will be covered are Word Processing, Spreadsheets, Data Base Management, Administrative, and instructional software. Other topics will be determined by student interest. Students will learn to use these pieces of software effectively in their classes.



**GED 568 Curriculum Development in Mathematics (3)**

Basic mathematical concepts are presented and explored in an hands-on approach; then teachers are expected to plan math lessons and develop curriculum for their classrooms.

**GED 570 Issues in Educational Administration (3)**

The case study method will be used to study a broad survey of selected issues in educational administration, such as communication, decision-making, supervision, evaluation of instruction, staff development, educational politics, etc.

**GED 572 Supervision and Leadership in School Administration (3)**

This course focuses on the school principal as educational leader and scholar. Topics such as leadership styles, models of supervision for teaching and non-teaching staff, and motivation are demonstrated.

**GED 573 The School Principal (3)**

This course focuses on the role of the school in society and knowledge of the goals of education in Vermont. You and your personal involvement in schooling as it relates to administration will be stressed. Aspects of effective management, relationship between school and home, delivery of student services, and communication among constituent groups are covered.

**GED 580 Introduction to Computers for Educators (3)**

This course is a beginning course for school personnel who have little or no background working with computers, programming, vocabulary, hardware, software and literature to help them develop basic computer literacy.

**GED 581 Emotional and Behavioral Problems in the Classroom (3)**

This course will begin with a review of definitions and characteristics of children and adolescents labeled seriously emotionally disturbed. We will then consider the different systems in Vermont (education, families, SRS, mental health, residential, etc.), and discuss their philosophies, values and roles with these youths. Finally, with an emphasis on case histories, we will examine the program components and skills essential to educating these students. This course is open to graduate students in special education and clinical psychology, practicing teachers presently serving these youths or through permission of the instructor.

**GED 583 Secondary Education (3)**

A study of the high school, past and present, this course is designed to highlight those realities that should determine the curriculum, teaching styles and evaluation of student achievement. Recent studies dealing with secondary education will be reviewed.

**GED 591 Introduction to Computer Software (3)**

This course is designed to teach the student the elements and fundamental operation of large and small computer systems. Topics include: Hardware CPU, memory, and I/O devices; Software-operating systems, file systems, programming languages and data management, computer arithmetic.

**GED 593 Advanced Programming in Pascal (3)**

This course is designed to prepare teachers at the secondary level to teach the advanced placement course material in Computer Science. Pascal programming will be used to cover the AP topics: records, sets, file input/output, linked lists, trees, dynamic data structures, recursion, searching and sorting, and algorithm.

**GED 599 Communications and Human Relations (3)**

An examination of both informal and formal communication and the improvement of human relations in the work environment. Topics include work-manager relations, on-the-job problems, prejudice and discrimination, coping with change, and effective and ineffective communication patterns. Theoretical considerations will be complemented with practical applications utilizing role playing, simulations, and mini-case analysis.



**GED 606 Educational Media (3)**

This course will enable classroom teachers to develop skills in the use of AV (transparencies, slide presentations, multi-media approaches, graphics, photography, television, posters, etc.) and several aspects of media technology for classroom use.

**GED 620 Guiding Children Through Mathematics (3)**

Math methods appropriate for elementary school math programs are presented. Cuisenaire rods, geo-boards and other math manipulatives are used to augment a text-book approach.

**GED 623 Thou Shalt Not Kill Mathematics (3)**

An innovative approach to math-teaching: using selected materials participants will practice skills in assessing children's math abilities and techniques in teaching math concepts.

**GED 612 Math Disabilities: Coursework and Practica (3)**

This course will describe math learning styles, consider causes and diagnosis of math disabilities, and introduce participants to a range of techniques to remediate math disabilities. Students will evaluate and design assessment and instructional procedures as part of a two-week practicum.

**GED 626 Attention Deficit Disorder (3)**

The fidgety, distractible, disruptive child is often a problem in the classroom. This course will provide the theories and practical treatments for use in the classroom and with parents of children with an attention deficit disorder.

**GED 628 Individualizing Instruction in the Mainstream Classroom (3)**

Students will work in close cooperation with classroom teacher(s) to determine which classroom techniques are most effective for instruction of the mainstreamed language/learned disabled child/adolescent.

**GED 629 Thou Shalt Not Kill Mathematics II (3)**

A math methods course which extends and amplifies the first edition, this one includes an optional practicum in the morning in which observation and tutoring are involved.

**GED 631 Development and Education (3)**

This course will teach students to describe a child's level of cognitive development and to use that description to plan appropriate instruction.

**GED 632A Diagnosis of Learning Problems (3)**

This course is designed as an introduction to the differential diagnosis of learning disabilities and other mild handicaps. Basic principles of assessment and measurement will be reviewed. Emphasis will be placed on analyzing the nature of the tasks used to assess academic achievement, learning style and cognitive abilities so that the unsuccessful learner's strengths and weaknesses may be discerned. Actual cases will be used to demonstrate these principles.

**GED 632B Instruction of Learning Disabled and Slow Learning Children (3)**

This course provides an in-depth introduction to sound instructional practices and materials to use with unsuccessful learners, based on an analysis of the learner's strengths and weaknesses. Methods used to teach reading, spelling, study and writing skills will be covered.

**GED 633 Legal Issues (3)**

This course provides a background in the legal rights and issues that affect handicapped learners and their parents. Content also focuses on the interpersonal aspects of the Special Educator's role. An overview of handicapping conditions is provided. Practicum is required.

**GED 634 Consultation in the Schools (3)**

This course deals with models of consultation, the content and processes of effective consultation, and issues which affect consultation in the school. Students deal with skills and practices related to consulting, working with groups and providing in-service education for parents and professionals.

### **GED 635 Evaluating Trends and Practices in Learning Disabilities (3)**

This course is designed to review relevant literature, trends, and issues related to the assessment and teaching of learning disabled students, the relevancy and appropriateness of the concept of learning disabilities, and the characteristics of the learning disabled individuals.

### **GED 651 Writing in the Content Areas (3)**

The purpose of this course is to further extend the use of journal writing within the content areas of the school curriculum. This course will look extensively at the connections between the reading and writing process. Participants will study techniques which focus on children's literature for developing a classroom reading program as well as developing skills in cluster writing and the writing process. This course is suitable for the classroom teacher in grades 1-12 and involves direct application to the participants' classroom settings.

### **GED 655 Children Under Stress (3)**

Children can encounter stressful situations in life almost daily. Recent statistics on child suicide, drug abuse, and violence are frightening and suggest that children are victims of worry and pressure. This course will examine the sources, symptoms and reduction strategies of childhood stress. Topics to be explored will include stress in the home, at school, from peers, in sports, divorce, hospitalization and stress of death and dying.

### **GED 661 Designing Programs for Children with Learning Disabilities/Problems (3)**

Students will design, implement and evaluate instructional programs for learning disabled and other mainstreamed handicapped learners. Practicum course.

*Prerequisites:* GED 632A, 632B, 633

### **GED 662 Implementing and Evaluating Instructional Programs (3)**

Students will design, implement and evaluate instructional programs for learning. Practicum course.

### **GED 664 Implementing a Consulting Program in the School (3)**

Students will implement and evaluate the programs necessary to facilitate mainstreamed education including in-service education for parents and teachers, designing curriculum modifications, monitoring the child's progress, and maintaining effective working relationships (Field Placement Required).

### **GED 665 Teaching Thinking Skills (3)**

This seminar will cover current popular approaches to teaching thinking skills and provide opportunities to help teachers develop thinking skill programs.

### **GED 670 Dinosaurs to Diodes: Science Books for Children (1)**

This course will explore books, periodicals and teaching strategies relating to children (grade kindergarten through six) and the sciences. Natural and applied sciences and related topics will be included. Students of the course will be exposed to numerous quality science trade books available to this age group.

### **GED 671 The American Mosaic: Multi-Cultural Images in Children's Literature (1)**

A reading and discussion course designed to study the heritage and ethnic cultures that comprise American society as they are portrayed in children's literature. Through the reading of fiction, poetry, folklore, biography, and non-fiction, the class will explore the immigration experience, the Afro-American and native American experience, and selected minority and religious groups.

### **GED 686 Independent Study**

### **GED 687 Directed Readings**

### **GED 688 Practicum**



# TEACHING ENGLISH AS A SECOND LANGUAGE

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## HISTORY AND PHILOSOPHY

Saint Michael's College has provided graduate study in Teaching English as a Second Language since 1962. Its faculty averages over 15 years of experience per person and its students have been drawn from over 60 countries, including the United States. Graduate students have access to a reference collection in the Durick Library as well as a special collection of TESL teaching materials in the Center for International Programs. Students also have an opportunity for a teaching practicum in the Center's Intensive English Program.

The approach of the program is to offer theoretical and methodological training integrated with practical coursework which will allow graduates to assume professional, instructional and administrative roles in programs of Teaching English as a Second Language/ Foreign Language in the United States and abroad. There are currently three program options in graduate TESL study: The Master's Program in Teaching English as a Second Language (MATESL), The Advanced Certificate Program in TESL and the Institute in TESL.

## OBJECTIVES

- to provide an overview of current linguistic and second language theory and practices
- to provide applied training in all areas of language skill instruction
- to provide experience in special areas such as testing, curriculum and materials development, use of audio-visual techniques and equipment
- to prepare graduates who are qualified to assume professional roles or continued graduate study
- to prepare graduates with cross-cultural competencies and sensitivity necessary to working with diverse national groups

## ADMISSION REQUIREMENTS

General admission requirements and procedures are to be found in the Admissions section of this catalogue. Special Note: Applicants for whom English is not a native language must have a TOEFL score of 550 or better. Applicants whose English proficiency does not meet this TOEFL standard must complete an intensive English preparation program at Saint Michael's or at some other institution and reapply for entry to the TESL program.

## MATESL DEGREE REQUIREMENTS

Students must successfully complete thirty-six (36) credits (12 courses) from the following:

*Required Courses:* (18-21\* credits)

- GESL 501 English Phonology
- GESL 502 English Grammar
- GESL 506 Communication Skills (for non-native speakers)
- GESL 542 Theory and Method in Second Language Teaching
- GESL 543 Teaching Oral Skills in ESL/EFL
- GESL 544 Teaching Reading and Writing in ESL/EFL
- GESL 686 Practicum in TESL

*Elective Courses:* (18 or 15\* credits depending on required course credits)

- GESL 503 Problems and Theory in Grammar
- GESL 520 Computer Assisted Language Learning Workshop
- GESL 560 Culture and Communication Workshop
- GESL 575 Ideas that Work in TESL
- GESL 600 English Vocabulary and Semantics
- GESL 601 Studies in American Culture
- GESL 602 Intercultural Communication
- GESL 603 Selected Topics in Applied Linguistics
- GESL 605 History of the English Language

- GESL 620 Testing and Evaluation in TESL
- GESL 631 Classroom Dynamics
- GESL 670 Independent Study in TESL/TEFL
- GESL 689 Special Seminar in TESL

\* International students are required to take GESL 506, Communication Skills as a core requirement.

## **SPECIAL NOTES**

Students may complete the MATESL Program in two semesters and combined Summer coursework in two of three Summer Sessions (first/second/late) on a full-time continuous basis. Some students may require or desire an additional term of study to perfect skills. The degree may also be earned over four or five summers of full-time studies or over two summers and three or four academic semesters on a part-time basis. Students may enter the program in June, September, or January, and must apply at least 30 days prior to the first class meeting of any term.

No more than 12 credits may be taken during each of the Fall and Spring Semesters without written approval. There are three Summer Sessions: First, Second, Late. No more than 9 credits may be taken in the Second Summer Session and no more than 12 credits may be taken during the total summer period.

Students may also petition to take two graduate courses from the Master of Education Program. Students with fewer than 12 undergraduate credits in Education should consider taking 6 credits in Education courses.

In addition to these course requirements, students must file a candidacy form after 6 to 9 credit hours have been completed and must complete an oral comprehensive examination during the last semester of their program. Guidelines are provided in the "Handbook for Graduate Students in the MATESL Program," which is sent to the student with their letter of admission.

## **THE ADVANCED CERTIFICATE PROGRAM IN TESL**

The Advanced TESL Certificate Program, an 18-credit sequence, is an option within the full MATESL Program (see listing). It is of particular interest for those who do not wish to pursue a full Master's program or who have special training objectives in mind. Certificate courses may be applied to the MATESL program.

The Advanced TESL Certificate can be earned over two summer periods or two semesters or on a part-time basis.

*Admission Requirements* - Requirements are the same as for the MATESL program.

## **THE INSTITUTE IN TEACHING ENGLISH AS A SECOND LANGUAGE**

The Institute, given only in the summer, is a six-week, nine-credit professional program for native and non-native teachers of English as a Second Language. The Institute is intended for students who desire a short-term training opportunity for special study of the phonology and syntax of English and of methods, procedures, and techniques for teaching English as a Second Language. The Institute may also be taken by those who wish to begin studies during the Summer Session for the Advanced Certificate and the Master's Program. Institute courses may be applied to the MATESL program.

*Admission Requirements* - Requirements are the same as for the MATESL program.

*Special Note* - Admission to the Institute and/or the Certificate Program does not constitute admission to a graduate degree program at Saint Michael's College. Applicants who wish to follow a degree program at the College must make application to the Graduate Studies Office.

## **COURSE DESCRIPTIONS**

### **TEACHING ENGLISH AS A SECOND LANGUAGE**

#### **GESL 501 English Phonology\* (3)**

Principles and practices of articulatory phonetics and an outline of American English



phonology are introduced in this course. Beginning research-into contrasts between English and other languages is supported by class analysis and discussion. The course includes the application of articulatory phonetics to ESL/EFL classroom procedures and to language laboratory instruction.

### **GESL 502 English Grammar\* (3)**

This course provides an introduction to various approaches to the study of grammar, with special attention to areas of difficulty for learners of English as a second or foreign language. A basic outline of the structure of English is presented.

### **GESL 503 Problems and Theory in Grammar (3)**

This course focuses on grammatical areas that are particular problems for teachers and learners of English as a second or foreign language. Whenever possible, contrastive data from other languages are elicited and discussed. Students have the opportunity to apply grammatical analyses to teaching points.

### **GESL 506 Communication Skills (3)**

This course is required of all non-native speakers of English. It provides amelioration of listening, speaking, reading, and writing skills for academic purposes and offers practice of the rhetorical conventions for written composition and oral presentation in English.

### **GESL 520 Computer Assisted Language Learning Workshop (3)**

This workshop will begin with an overview of Computer Assisted Language Learning (CALL), and introduction to the specialized vocabulary surrounding it, and a review of the research regarding its effectiveness. Participants in the workshop will then be provided with hands-on experience using and evaluating ESL software. Related uses of the computer for record-keeping, testing, the design of teaching materials, etc. will also be introduced. Finally, workshop participants will design an ESL teaching unit which includes a CALL component.

### **GESL 542 Theory and Method in Second Language Teaching (3)**

This course addresses the history and current realities and objectives of the field of second language learning and teaching. Using a comparative approach to current methodologies, students receive *applied training* in approaches for vocabulary building, pronunciation, grammar, reading and writing instruction.

### **GESL 543 Teaching Oral Skills in ESL/EFL (3)**

The focus of this course is demonstration and discussion of materials and techniques for teaching the skills of listening (discrimination drills and aural comprehension) and speaking (pronunciation, dialogues, and interactive activities). The instructional techniques for the presentation, explanation, and practice of grammar are also included. Micro-teaching techniques are employed.

### **GESL 544 Teaching Reading and Writing in ESL/EFL (3)**

The focus of this course is to prepare students in the teaching of English reading and writing skills and vocabulary development and expansion. The course provides discussion of materials and techniques, technique demonstrations and micro-teaching experiences. Special attention is directed to assisting prospective teachers in the selection of appropriate instructional methods and materials for (learning) groups at various levels of English proficiency.

### **GESL 560 Culture and Communication Workshop (3)**

This workshop is intended to provide both practical and theoretical insights into challenges and difficulties in human communication which result when representatives of different cultures interact. The workshop helps to expand the students' knowledge of themselves culturally and their capacity to appreciate and deal with differences in others and themselves in an international perspective.

**GESL 575 Ideas that Work in TESL (3)**

The course consists of an examination of new techniques in the four language skills, with discussion of the theory behind them. Students practice these techniques in class through micro-teaching. Special attention is paid to the communicative aspect of language use, drama techniques, and the use of visual aids, video-tapes, games, role-play and simulation. Innovative ways to deal with grammatical structures and other problem areas of English are explored.

**GESL 600 English Vocabulary and Semantics (3)**

This course examines the word-forming patterns of English, the types of words, and the sources of the vocabulary with an eye to the "learning load". There is also an introduction to the principles of semantics and a consideration of the "meanings of words and sentences". As far as possible, reference is made to other languages.

**GESL 601 Studies in American Culture (3)**

Readings, films and discussions on selected topics are used to illustrate and highlight American patterns of thinking, assumptions, values and cultural norms. Contrastive data from other cultures are an important part of the course.

**GESL 602 Intercultural Communication (3)**

Lectures, readings, case studies, films and cross-cultural simulation exercises form the basis of discussions on the following topics: theories of communication, culture and perception; stereotyping; prejudice; ethnocentrism; culture shock; and nonverbal communication.

**GESL 603 Selected Topics in Applied Linguistics (3)**

This course addressed psycholinguistics and the teaching of reading in ESL; error analysis in the classroom; studies in second-language acquisition; problems and practices on large-group instruction. The course consists of readings, discussions and student projects in each area of inquiry.

**GESL 605 History of the English Language (3)**

This survey course includes both the inner and the outer history of the English Language. In addition, several areas of specific interest such as phonological and grammatical change, early literature, usage development and other major developmental components of the English language are addressed.

**GESL 620 Testing and Evaluation in TESL (3)**

This course provides review of a number of current methods for classroom and standardized language testing and evaluation. Particular emphasis is placed on discrete point versus integrative approaches, with special attention to classroom tests. Alternative testing objectives for different types of students (general academic, EFL, ESL, survival students, etc.) are considered. An extensive testing instrument is prepared by the class, administered, and analyzed. The course ends with discussion of less traditional approaches to language evaluations and a look toward future trends which may be developing in the field.

**GESL 670 Independent Study in TESL/TEFL (3)**

Restricted to candidates in residence with sufficient background to allow self-directed study in a designated area of inquiry. The student must find a faculty advisor to direct the independent study, and first develop a statement of purpose and outline the direction of research. A final report should include an annotated bibliography in the area of study, reviews of current articles and/or text materials as directed by the faculty advisor. A paper presenting the findings of the study will be placed in the library.

**GESL 686 Practicum in TESL (3)**

Restricted to students who have completed GESL 510, 502, 543 and 544. Students meet in weekly seminars to discuss aspects of classroom procedures: goals and objectives, course and syllabus design, writing lesson plans, evaluating textbooks and materials; classroom observation and practice-teaching.



**GESL 689 Special Seminar in TESL (3)**

This course provides a summary of bibliographical and research resources in TESL. Reading and discussions on selected topics will vary, but they will center on current issues, principles and problems in second language teaching and in TESL in particular. Each student is required to choose a special topic for more detailed study and to make oral and written reports on it to the seminar.

## THEOLOGY AND PASTORAL MINISTRY

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### HISTORY AND PHILOSOPHY

The Master of Arts in Theology began in 1962, and thus is one of the oldest programs of this type in the United States with a tested curriculum and a proven record. The program is small enough to make for a cohesive student body and large enough to afford the resources for a wide selection of courses and teachers. Being a residential rather than a commuting college also contributes to the atmosphere of community and friendship for which it is well known. Saint Michael's is a total program, putting a strong emphasis on community studies, liturgy and even recreation are integrated within this emphasis on Christian community. The program is conducted during the summer only.

Classes usually number between fifteen and thirty and give ample opportunity for personal attention and consultation with the teachers. Teachers live on campus and are easily accessible. Courses are given during summers only of six-weeks' or three-weeks' duration.

The Theology and Pastoral Ministry graduate program also offers two kinds of certificates: the Graduate Certificates and the Certificate of Advanced Specialization.

### OBJECTIVES

The curriculum is a threefold combination of core requirements, concentration requirements, and electives, though even under requirements there is great latitude. It is the faculty's belief that this combination best serves the needs of the student, the ministry, and the Church. The core establishes the proper foundation, the concentration allows for specialization, and the electives allow students to personalize their courses in view of personal needs and ministry. In this way, all student needs and interests are accommodated.

### MASTER OF ARTS IN THEOLOGY (M.A.)

*Admission Requirements* - General admission requirements and procedures are to be found in the Admissions section of this catalogue. Special prerequisites for this program are as follows:

1. Bachelor's degree in arts, science, philosophy, theology or education with a 2.5 average, or the equivalent in another country.
2. A minimum of twenty-four credits in theology and other humanistic disciplines such as philosophy, psychology, sociology, literature, etc. is required. Ideally, students should have at least an Introduction to the Old Testament and an Introduction to the New Testament in their undergraduate background. Candidates who lack these prerequisites may take them concurrently with degree work (usually without graduate credit) or may agree to take more courses than required by the degree or, in some cases, may use some of their electives to make up this background. Details available on request.

*Program Requirements* - All courses are selected by the student (with two exceptions) although certain areas are required. If possible, first courses in Old Testament, New Testament, Moral Studies, Liturgical Studies should be introductions to these fields. The programs outlined below represent minimum requirements: students are, of course, encouraged to use some of their electives for more courses in Scripture, Systematics, Religious Education, etc.

*Thesis Option* - In Systematics and Scripture a student may opt for a thesis instead of two courses (six credits). In this case, a 3.0 average is required as well as three Philosophy and three Theology courses in the undergraduate background. A student may wish to write a thesis for the discipline this provides, to learn about research procedures or to prepare for doctoral work. The thesis option involves language, comprehensives and thesis. More detailed instructions are available on request.



**Candidacy** - Students are admitted provisionally (Special Students) until certain designated courses or areas have been successfully completed. Then they may apply for full candidacy. Degree students do not have to declare for candidacy courses right away if they prefer but, if pursuing a degree, they must declare for candidacy not later than fifteen credits (in the case of a thesis option, not later than twelve credits). Ordinarily, however, students should seek candidacy as soon as possible.

**Transfer of Credit** - Six credits from another institution may be transferred to Saint Michael's College. This can be done to accelerate a student's work or to broaden the spread of courses available to the student. Required areas, however, must be taken at Saint Michael's College.

Detailed instructions are available upon request. Students who are not citizens of the United States must file an I-20 form.

## DEGREE REQUIREMENTS

1. **Core Requirements** - These are Scriptural and Theological. Though these are required, a student still has a wide discretion in the choice of particular courses within each area. Areas and courses within each area appear as follows:
  - a. **Scripture** - A full cycle is given over a period of approximately three years. The courses are: Introduction to the Old Testament, Pentateuch, Prophets, Writings: the Synoptics, Saint Paul, Johannine Literature, as well as more specialized courses on Saint Mark, Saint John, etc. The first courses a student takes must be Introduction to the Old Testament and Introduction to the New Testament (Synoptics) unless already in a student's background.
  - b. **Systematics** - Two courses are required in this area from a selection of: Introduction to Systematic Theology, Christology, Ecclesiology, Grace, Revelation, etc.
  - c. **Liturgy** - Course offerings in this area include: Introduction to Liturgy, Fundamental Sacramental Theology, Eucharist, Sacraments of Initiation, etc.
  - d. **Moral** - Introduction to Moral Theology is the course offered in this area.
2. **Concentration requirements** - Requirements depend on the concentration (see below under each concentration). For example, Foundations of Religious Education is required for the concentration in Religious Education.
3. **Elective courses** - A core approach does not mean that the student has no choice nor that the department neglects other subjects. A wide selection of courses each summer is offered in order to provide the students with a wide discretion in the choice of courses as electives.

Every course offered in the core and concentration areas can also serve as an elective. Beyond that, other courses are offered according to need, interest and availability of faculty. These have been drawn up to allow students to personalize and construct their own curriculum in large part, and thus satisfy their own needs and those of their apostolate or ministry. Courses are scheduled on a rotating basis. A partial listing appears as follows: Psychology and Religion, Spiritual Direction, Pastoral Counseling, Ministry to Youth, Ministry to Adults, Family, Judaism, Protestantism, Religious Life, Women in the Church, Introduction to Spirituality, Foundations of Spirituality, Theology of Prayer, Political Theology, Faith and Doubt, Process Theology, Death and Dying, Laity, Mid-Life Development, CPE and many others.

## GRADUATE CERTIFICATE

This Certificate program is designed for students whose employment requires that they get some background but not necessarily a degree. Also for students who for one reason or another do not wish a degree or for students who only want to become more current in the areas offered in our program.

### Admissions Prerequisites

1. Bachelor's degree in arts, science, philosophy, theology or education with a 2.5 average, or the equivalent in another country.
2. A minimum of eighteen credits in theology or other humanistic disciplines such as philosophy, psychology, sociology, literature, etc.

## CERTIFICATE OF ADVANCED SPECIALIZATION (C.A.S.)

This is a post-degree certificate. The C.A.S. (Certificate of Advanced Specialization) provides advanced training beyond the Master's level. It is designed for those students who have graduated at least three years previously and wish to up-date their skills, their fields, or acquire new ones. Some persons go on for doctorates after their Master's degrees but many prefer to become more proficient in a certain line or acquire new tools, etc.

*Admissions Prerequisites* - A graduate degree in Theology or Religious Education or a related field. At least three years of experience following the awarding of the Master's degree.

*C.A.S. Program* - The Certificate of Advanced Specialization will require half the number of courses needed for a Master's degree. It can be done in three summers and will require six courses (or eighteen credits). The program which is drawn up will be individualized and, therefore, the area of specialization as well as the electives will be chosen in consultation with the Department Director. This is in order to reinforce the area in which a student is working or interested. The core areas for this program are normally:

1. Old Testament
2. New Testament
3. Systematics
4. Moral Studies
5. Liturgical Studies
6. One Elective Course

## THEOLOGY AND PASTORAL MINISTRY CONCENTRATIONS

*Religious Education Concentration* - This concentration is designed to prepare students for teaching religion at the elementary and secondary school level, for those involved in adult education, for coordinators or directors of religious education, and those seeking renewal or some continuing education and formation.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses, three electives. In the first year, the student must take GTH 530 Foundations of Religious Education. Students must take one other special course in Religious Education e.g., children, youth, adult, family, special. With approval, the third concentration course may be taken from the Education or Psychology Departments. For candidacy to the degree, the student must follow the sequence under 1, 2, and 3 in order to qualify. Areas 4, 5, 6, 7, 8, can be taken in any order.

1. *Foundations of Religious Education*. First year.
2. *Old Testament Studies*. First or second year.
3. *New Testament Studies*. First or second year.
4. *Systematics*. Two courses. Any year.
5. *Liturgical Studies*. Any year.
6. *Introduction to Moral Theology*. Any year.
7. *Concentration Courses*. Two more courses (explained above). Any year.
8. *Three Elective Courses*. Any year.

*Pastoral Ministry and Spirituality Concentration* - This concentration is designed particularly for those in the ministerial areas such as counseling, youth work, adult work, work in hospitals, work with the sick, retreats, parish ministry, etc.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses, three electives. The three elective courses may, of course, also be used in the Ministry area. Moreover, several other schools classify many Theology courses such as Ecclesiology, Christology, Moral, Liturgy under Pastoral Theology. In this way a student can take as many as nine or ten courses in Pastoral Ministry.

With approval, some courses may be taken in the Psychology Department. For candidacy to the degree, the student must follow the sequence under 1, 2, 3 in order to qualify. Areas 4, 5, 6, 7, 8 can be taken in any order.

1. *Introduction to Pastoral Counseling*. First year.
2. *Old Testament*. First or second year.
3. *New Testament*. First or second year.



4. *Systematics*. Two courses chosen from Ecclesiology, Christology, Grace, Experience of God, etc. Any year.
5. *Liturgical Studies*. Any year.
6. *Introduction to Moral Studies*. Any year.
7. *Pastoral Ministry and Spirituality Studies*. At least two more chosen from: Parish, Marriage, Family, Peace and Justice, Ministry, Catechumenate, Sacraments of Initiation, Liturgy, Sexual Ethics, Social Ethics, Prayer, Spiritual Direction, Religious Education, Psychology, CPE, etc. CPE is given in cooperation with the Medical Center Hospital of Vermont and is available every year. Further information available on request.
8. *Three Elective Courses*. These can be chosen from any courses we offer. They can also be chosen from the Pastoral Ministry and Spirituality area. This gives the student six courses in Theology-Scripture and six courses in Pastoral Ministry-Spirituality. Any year.

*Scripture Concentration* - This concentration is appropriate for those students who wish to deepen their background in this area, for those who teach in this area, for those who wish to take this approach to spirituality and for several other areas of interest.

Twelve courses (thirty-six credits) are required for this concentration following a 6/4/2 formula: six core courses, four concentration courses, two electives (four electives of Old Testament and New Testament background have been satisfied). Four core courses must be satisfied: two in Systematics, one in Moral, one in Liturgy. As concentration requirements, the student must take two special courses in the Old Testament (e.g., Pentateuch, Prophets, Writings) and two special courses in the New Testament (e.g., St. Matthew, St. Paul, St. John). For candidacy to the degree, the student must follow the sequence under 1 and 2 in order to qualify. Areas 3, 4, 5, 6, 7 can be taken in any order.

1. *Old Testament Studies*. Either Introduction, if needed, or a special course. First or second year.
2. *New Testament Studies*. Either Introduction, if needed, or a special course. First or second year.
3. *Systematics*. Two courses. Any year.
4. *Liturgical Studies*. Any year.
5. *Introduction to Moral Theology*. Any year.
6. *Electives*. Four electives if students already have Introduction to the Old Testament and Introduction to the New Testament in their background; otherwise, two electives if these have to be made up.
7. *Thesis Option*. Six credits (see Graduate Theology and Pastoral Ministry Admissions and Degree Requirements section).

*Theology-Systematics Concentration* - This concentration is designed for the same groups as in Religious Education but especially for those involved in adult education, the training of teachers, the design of programs and for those contemplating doctoral studies.

Twelve courses (thirty-six credits) are required for this concentration. The numerical formula is not helpful here, so it is not stated. The sequence outlined under 1, 2, 3 must be followed in order to qualify for candidacy. Areas 4, 5, 6, 7, 8 may be taken in any order.

1. *Old Testament Studies*. First or second year.
2. *New Testament Studies*. First or second year.
3. *Systematics*. Christology and ecclesiology. One is required for candidacy; the other, any year.
4. *Liturgical Studies*. Any year.
5. *Introduction to Moral Theology*. Any year.
6. *Concentration Courses*. Two more from any of the above areas. Any year.
7. *Electives*. Four electives. Any year.
8. *Thesis Option*. Six credits (see Graduate Theology and Pastoral Ministry Admissions and Degree Requirements section).



## SPECIAL NOTES

*Activities* - In order to foster the sense of community and to educate the whole person, the campus furnishes a variety of activities aside from classroom work: theatre, concerts, day trips, hikes, visits to Stowe, Weston, movies, lectures. The campus is close to Lake Champlain and has a Fine Arts building with two theatres and an art gallery, as well as a gymnasium with a large swimming pool. (See Student Services Section of the catalogues for more information).

*Housing* - Very comfortable townhouses provide most of our summer accommodations. Each unit has four private rooms, a large lounge and kitchen facilities. This is also available to families.

*Liturgy* - There are daily liturgies with an emphasis on the 4:30 p.m. liturgy as the community's act of worship toward the end of the day. Here many persons and talents are brought together in a total expression of our study and beliefs. Compline also forms a part of our daily prayer.

*Fees* - Our prices for tuition have been considerably below those of some other comparable schools and programs. Auditors and Certificate of Advanced Specialization (C.A.S.) students pay a lower charge.

*Financial Aid* - Group discounts on tuition are available for religious communities, 10% for a group of five and 20% for a group of ten or more. Some scholarship aid is also available for individuals. For tax deduction of expenses, please inquire.

*Faculty* - Saint Michael's Theology and Pastoral Ministry teachers are internationally known and have come from a number of North American and European countries. They have also come from a spectrum of religious traditions, for example, Jesuit, Dominican, Benedictine, Franciscan, etc. Each year some of the teachers are new. This approach makes for variety and newness, as well as continuity. The exposure to a number of traditions seems very valuable today. Some of our teachers have been: Pierre Babin, OMI; Edward Braxton; Margaret Brennan, IHM; OFM Conv.; Bernard Cooke; Godfrey Diekmann, OSB; Doris Donnelly; Stephen Doyle, OFM; Michael Fahey, SJ; Reginald Fuller; James Gaffney; Mary Ann Getty, RSM; Patrick Granfield, OSB; Charles Gusmer; Richard Gula, SS; Bernard Haring, CSSR; Wilfrid Harrington, OP; Monika Hellwig; Brennan Hill; Philip Keane, SS; Edward Kilmartin, SJ; Dermot Lane; Dolores Leckey; Anthony Lobo, SS; William Loewe; John Lozano, CMF; Neil McEleney, CSP; Susan Muto; Jerome Neyrey, SJ; Gerald O'Collins, SJ; Thomas O'Meara, OP; PHEME Perkins; Alexa Suelzer, SP; George Tavad, AA.

## COURSE DESCRIPTIONS

### THEOLOGY AND PASTORAL MINISTRY

#### GTH 521 Introduction to the Old Testament (3)

A historical, theological and literary approach to the Old Testament. Survey of modern critical methods, major theological themes. Survey of early Israel and the Pentateuch, The monarchy, the prophetic movement, the exilic and post-exilic periods, the formation of Judaism in the Persian and Hellenistic periods. Wisdom literature.

#### GTH 626 The Pentateuch (3)

The Pentateuchal traditions from faith event through oral transmission to the final written text. Overview of the historical periods relative to the Pentateuch. Exegesis of key passages and examination of diverse theories within the text. A dynamic appreciation of the Pentateuch and its relation to the rest of Biblical tradition.

#### GTH 522 The Prophets of Israel (3)

The phenomenon of prophecy in ancient Israel. Reading of the classical prophets and the distinctive contribution of each. Continuing themes among the prophets. Study of forms and techniques such as: irony, metaphor, chiasmus genre, parable, complaint, prayer, lawsuit.

**GTH 615 The Writings of the Old Testament (3)**

Study of the third section of the Old Testament—the Writings. Broad spectrum of its contents from prayerful liturgical song (Psalms) to outrageous theological challenge (Job and Qoheleth). Israel's response to the crises of exile and alienation in such short stories as Esther, Ruth, Judith. Situation in historical context as well as in Christian faith community.

**GTH 616 The Psalms As Old Testament and Christian Prayer (3)**

Background in Israel and the ancient Near East. Relation to Wisdom Literature. Literary and formal characteristics. Theology of the Psalms and their use of Christian liturgy and piety.

**GTH 520 The Synoptic Gospels (3)**

Modern historical-critical and literary methods. The communities behind each gospel. A study of Mark designed to discover the literary technique of the evangelist and to discern the theological message of the gospel. The purpose and achievement of Matthew and Luke. Those who have no New Testament survey in their background must take this course.

**GTH 565 The Gospel of Matthew (3)**

Background to Matthew, The community behind the gospel. Structure and theology of this gospel. Relation to Mark, Luke and, to a lesser extent, John.

**GTH 566 The Gospel of Luke (3)**

Luke's two-part work. His view of salvation history. The Christology of Luke. Mission to the world.

**GTH 515 The Johannine Writings (3)**

Structure and theology of the gospel with special attention to its Christology. The Johannine community behind the gospel. The Johannine Letters and their connection to the Gospel.

**GTH 517 Pauline Letters and Theology (3)**

Life, writings and theology of St. Paul. Closer examination of some letters such as I Corinthians. Sociological background. Special topics or problems such as: women in the early church, ministry, authority and church structure Christian life according to Paul.

**GTH 693 Principles of Systematic Theology (3)**

Method and scope of organized Christian belief systems. Biblical theology, dogma, systematic theology. Inter-relatedness of treatises such as: creation, incarnation, redemption, Trinity, grace, Church, eschatology.

**GTH 620 Faith in the Mystery of God Today (3)**

The question of God in a scientific age. The appeal to experience in religion, qualities of religious experience. Faith, reason, doubt and praxis. God and the world; new images. The Christian understanding of God. Prayer to and worship of the one true God.

**GTH 653 Christology (3)**

An historical and systematic study of Jesus of Nazareth. Jesus' public life, crucifixion, resurrection. New Testament Christologies, development of Christological dogma, major contemporary Christologies.

**GTH 614 Ecclesiology (3)**

An historical and systematic study of the church. Origin of the church; ecclesiologies and church structure in the New Testament period; major historical developments with particular attention to Vatican I and Vatican II. Basic church structures including the teaching office.

**GTH 657 Grace, the Presence Around Us (3)**

A history and theology of grace. Traditional theologies of grace: Augustine and Aquinas. Contemporary theologies of grace: Rahner, Tillich, Teilhard de Chardin. Christian grace as present in pluralistic secular society, in world religions, and other religious movements.



**GTH 701 Death, Hope and Eternal Life (3)**

Principles of eschatology. The experiences of evil, suffering and death. The nuclear threat and eschatology. Breakdown and human hope. Need for a new, post-modern framework. Christian symbols of Resurrection, New Creation, and the Second Coming of Christ. Making sense of heaven, hell and purgatory. Living in the shadow of the Cross. Contemporary eschatologies.

**GTH 526 The Worship of the Church (3)**

An introduction to the liturgy. Liturgy as ritual prayer in community. Celebration from early times to present renewal. Theology of worship, the liturgical year, ritual symbols, the church as worshipping community.

**GTH 504 The Sacraments of Initiation (3)**

A biblical, historical, systematic and liturgical treatment of Christian initiation: The Rite of Christian Initiation of Adults with restored catechumenate and its pastoral adaptation to infant baptism, Confirmation and first eucharist. The anthropological, Christological and ecclesial dimensions of sacraments as well as questions common to all sacraments.

**GTH 527 The Eucharist (3)**

Study of symbol as a basis for understanding the eucharist. The meal as a further basis. Eucharistic themes in the New Testament. Changing attitudes toward the eucharist as illustrated in the art and architecture of different periods. Current issues in eucharistic theology: "Real Presence," sacrifice, inter-communion, etc.

**GTH 506 Sacraments and Spirituality (3)**

Relationship between sacraments as ritual celebration and the experience of God in human life. Elements of rite in Christian sacraments and their relationship to Christian living. Liturgical rites as sources for theological reflection. Interrelationship among the sacraments and attention to each as a liturgical event.

**GTH 580 Foundations of Moral Theology (3)**

Basic principles and methods of Catholic moral theology. Character of the moral agent, sin, conscience, role of the Magisterium, use of Scripture, Christ as paradigm of moral life, natural law, moral norms, discernment of spirits.

**GTH 654 Social Ethics (3)**

A critical review of some of the main lines of thought that have developed, especially among Catholics and since Vatican II, concerning five broad areas of social concern: politics, economics, international peace, culture, family.

**GTH 660 Human Sexuality and Christian Living (3)**

Sex and gender as vital elements in moral and religious life. Critical reflection on conventional and unconventional sexual orientation, conjugal and parental behavior, celibacy and social discrimination based on male and female role definitions. All these issues considered in light of Scripture, moral philosophy, and the Church's Magisterial documents.

**GTH 530 Foundations of Religious Education (3)**

The nature of purpose of catechesis. History and development of catechesis from early Christian times to the present day. Special emphasis on key contemporary documents on catechesis. Practical insights on all levels of faith: children, youth, adults.

**GTH 534 Adult Religious Education/Formation (3)**

Theory and practice of adult religious education-formation. The growing need for adult education, how adults learn, stages of faith development, methods for meeting adult needs. Recent movement such as the Catechumenate, *Renew*, Christ Renews His Parish.

**GTH 536 The Religious Development of Youth (3)**

Religious and psychological patterns of development. Renegotiating new family relation-

ships and peer relationships. Search for an image and experience of God. Theory of adolescence. Symbol systems, alienation, fellowship, prayer.

**GTH 537 Psychological and Religious Development (3)**

Psychological and religious development of children, youth, adults. Contemporary theory and research and implications for religious education. Psychoanalysts, cognitive developmentalists, social learning theorists, humanistic psychologists.

**GTH 698 Introduction to Pastoral Counseling (3)**

Definitional problems. Theological orientations for pastoral counseling. Skills acquisition, problem resolution, strategies, practicum sessions.

**GTH 895 Clinical Pastoral Education (6)**

Available each year in cooperation with the Medical Center Hospital of Vermont. Program is fully accredited by the National Association for Clinical Pastoral Education. Inquire for more information.

**GTH 703 Pastoral Counseling: Self-Awareness and Ministry (3)**

Use of psychological and theological concepts to uncover and develop one's self-awareness and personal coping skills. Topics such as: self-evaluation, essentials of pastoral counseling, techniques in appreciating one's own personality, dealing with pressure, cognitive distortions, Christian masochism, counter-transference, integrating theology of hope with the psychology of stress, addressing apathy and anger.

**GTH 659 History of Christian Spirituality (3)**

Study of the periods in the development of Christian Spirituality and of the writings of such major figures as: Augustine, Bernard, Hildegard of Bingen, Eckhart, Ignatius of Loyola, Teresa of Avila, John of the Cross, Thomas Merton.

**GTH 652A The Theology and Forms of Prayer (3)**

Understanding one's own prayer life. Prayer in the New Testament. Different forms of Christian prayer: liturgical, private, mental, devotions—and their development in history and in different cultural situations.

**GTH 651 Spiritual Direction (3)**

Basic principles of spiritual direction. Differences between pastoral counseling, psychotherapy, spiritual direction. Sources of spiritual self-direction: the Church's liturgy, the liturgical year. The ways in which an individual or group can help persons to listen and respond to God through their own concrete life experiences.

**GTH 627 Interpreting Religious Life (3)**

The common call to discipleship and the variety of Christian vocations and their specific relationship to the Church and to the world. The charisms proper to religious life. The history and meaning of the vows. Problems in religious life today. Adaptation to modern needs.

**GTH 712 Spiritual Direction and Mid-Life Development (3)**

The spiritual and psychological challenges of the mid-life period. Ways in which spiritual direction facilitates mid-life religious development. People's imagery of themselves, others and God and the way they process their life story as well as various interpersonal dynamics. The director's role in developing a more vital faith relationship and faith vision.

**GTH 662 Thomas Merton and American Spirituality (3)**

The human and spiritual journey of Thomas Merton. Ambiguities of his thought and the reason for this universal appeal. Nature of the American religious experience and those elements of it symbolized and reinforced by Thomas Merton.

Some elective courses offered occasionally and not listed above. More are added each year according to need and opportunity.



- GTH 694 Ministries in the Church Today (3)**
- GTH 661 The Vocation, Mission and Ministry of the Laity (3)**
- GTH 545 Women and Ministry (3)**
- GTH 696 The Contemporary Christian Family (3)**
- GTH 686 The Holy Land (Optional 3)**
- GTH 687 Italy Trip (Optional 3)**
- GTH 711 Contemporary Models of Spirituality (3)**
- GTH 656 Themes in the Theology of the Spiritual Life (3)**

## ADMINISTRATIVE OFFICERS

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### *President*

Assistant to the President for Research  
and Planning

Director of Campus Ministry

*Vice President for Financial Planning*

*Vice President for Academic Affairs*

Dean of Admissions

Dean of Center for International Programs

Director of Continuing Education

Director of Financial Aid

Director of the Library

Director of Media Services

Director of Student Resource Center

International Student Advisor

Registrar

Paul J. Reiss, Ph.D.

Rev. Richard M. Myhalyk, S.S.E.

Rev. Thomas F.X. Hoar, S.S.E., Ph.D.

Ernest A. Guilmain

Ronald H. Provost, Ph.D.

Jerry E. Flanagan

Anne M. Woolfson

Jim Jackson

Nelberta Lunde

Joseph T. Popecki

Paul S. Massie

David Landers, Ph.D.

Richard O. Gamache

Maureen A. McNamara

### Graduate Program Directors:

Administration and Management

Clinical Psychology

Education

Special Education

Teaching English as a Second Language

Theology and Pastoral Ministry

Debra M. Murphy

Ronald B. Miller, Ph.D.

Susan Kuntz, Ph.D.

Fran Toomey, Ph.D.

Norman Lacharite

Paul E. Couture, S.S.E., S.T.D.

### *Vice President for Administration and Business*

Director of Computer Services

Director of Personnel

Director of Physical Plant

Director of Safety & Security

Controller

Director of Accounting Services and Bursar

John T. Gutman

Denis G. Stratford

Patricia Slattery

Timothy M. Pedrotty

Donald R. Sutton

Steven Karcher

Emelia Hayes

### *Vice President for Institutional Advancement*

Associate Vice President for Alumni

Relations and Development

Director of Alumni

Director of Foundation/Corporate Relations

Director of Public Information

*Vice President for Student Affairs*

Director of Athletics

Director of Health Services (Acting)

Director of Residence Life

Director of Student Activities

Anne M. Berry

Richard V. DiVenere

Debra Salisbury

Retta Huttlinger

Buff Lindau, Ph.D.

Michael D. Samara

Edward P. Markey

Anne Bergeron, R.N.

Lawrence P. Johnson

Jennifer F. Cernosia



## GRADUATE FACULTY

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### ADMINISTRATION

- M. Birger Benson  
M.B.A., Harvard Graduate School of  
Business Administration
- James E. Catone  
Ed.D., University of Massachusetts
- Scott Cameron  
J.D., Vermont Law School
- John C. Carvellas  
Ph.D., Syracuse University
- John Crystal  
M.B.A., Sloan School of M.I.T.
- Janet Gooselaw  
M.B.A., Tuck School of Business at  
Dartmouth
- Michael Hillinger  
Ph.D., Rutgers University
- Joanne T. LaBrake  
M.Ed., Saint Michael's College
- David LaMarche  
M.B.A., Boston University
- Robert Letovsky  
M.B.A., University of Toronto
- Ted J. Mable  
Ph.D., Boston University
- Rev. Edward J. Mahoney  
Ph.D., Catholic University of Louvain
- Tamara Mullarky  
M.B.A., Rensselaer Polytechnic Institute
- Debra M. Murphy  
M.B.A., George Washington University
- Patricia A. Walton  
M.P.A., University of North Carolina

### CLINICAL PSYCHOLOGY

- Jeffrey Adams  
Ph.D., SUNY/ Buffalo
- Robert Barasch  
Ph.D., Yeshiva University
- David Celani  
Ph.D., University of Vermont
- William Dowdall  
Ph.D., University of Maryland
- Joyce Edwards  
Ph.D., University of Vermont
- Rev. Joseph Hart, S.S.E.  
Ed.D., Georgetown University
- Donald Hillman  
Ph.D., Harvard
- Barry Krikstone  
Ph.D., Southern Illinois
- Regis Iangelier  
Ph.D., U. of S. California
- Robert Lavalley  
Ph.D., University of Vermont
- Melvin Miller  
Ph.D., Pittsburgh
- Ronald Miller  
Ph.D., University of Vermont
- David Ritter  
Ed.D., Pennsylvania State University

### EDUCATION

- Linda Amsden  
M.A., Goddard College
- James Callahan  
M.A., Lowell State
- Jane Miller  
M.Ed., University of Vermont
- Merryl Pisha  
M.Ed., Saint Michael's College

Ted Hall  
Ph.D., University of Vermont

Judith Hillman  
Ph.D., University of Nebraska

Aostre Johnson  
Ed.D. University of N. Carolina at  
Greensboro

Susan Kuntz  
Ph.D., Syracuse University

David Marshek  
Ph.D. Harvard University

Laima Ruoff  
Ph.D., University of Washington

Robert Scobie  
Ph.D., Brown University

Norman Stinehour  
M.S., UVM, Saint Michael's College

Fran Toomey  
Ph.D., University of Vermont

Karin Vanderlip  
M.Ed., Saint Michael's College

## TEACHING ENGLISH AS A SECOND LANGUAGE

Sarah E. Cummings  
M.A. Saint Michael's College

Carolyn B. Duffy  
M.A., The American University

Daniel W. Evans  
Ph.D., University of Texas

Kathleen Mahnke  
Ph.D., Indiana University

Eugene P. O'Neill  
M.A., University of Connecticut

William S. Perry  
Ph.D., University of Minnesota

Alice M. Thayer  
M.A., University of Vermont

Richard B. Yorkey  
Ed.D., University of Michigan

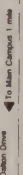
## THEOLOGY AND PASTORAL MINISTRY

See Theology & Pastoral Ministry Concentrations for Faculty

## Main CAMPUS



# North CAMPUS




**Saint Michael's College  
MAIN CAMPUS**

- |    |                     |     |
|----|---------------------|-----|
| 1  | President's House   | 100 |
| 2  | Holcomb Observatory | 101 |
| 3  | Prevel Hall         | 102 |
| 4  | Fr. Salmon Hall     | 103 |
| 4b | Rescue Garage       |     |
| 5  | St. Joseph's Hall   |     |
- Saint Michael's College**  
**SACRED CAMPUS**
- |    |                        |     |
|----|------------------------|-----|
| 33 | Ethan Allen Apartments | 100 |
| 34 | Ethan Allen Apartments | 101 |
| 35 | Ethan Allen Apartments | 102 |
| 36 | Ethan Allen Apartments | 103 |

**Saint Michael's College  
NORTH CAMPUS**

- 33 Ethan Allen Apartments 100  
34 Ethan Allen Apartments 101  
35 Ethan Allen Apartments 102  
36 Ethan Allen Apartments 103

- |    |                                 |    |  |
|----|---------------------------------|----|--|
| 6  | Senior Hall                     |    |  |
| 7  | Founders Hall*                  | 15 | Field Hockey/Athletic Fields           |
| 8  | Cheray Science Hall*            | 16 | Cross-Country Ski Trail                |
| 9  | St. Edmund's Hall*              | 17 | Doug Jacobs Athletic Field             |
| 10 | Jenery Hall*                    | 18 | Dupont Tower                           |
| 11 | Klein Center Admissions Office* | 19 | Chapel of Saint Michael the Archangel* |
| 12 | McCarthy Arts Center*           | 20 | Alliot Student Center*                 |
| 13 | Durick Library*                 | 21 | Joyce Hall                             |
| 14 | Ross Sports Center*             | 22 | Lyons Hall                             |
| 37 | Hamel Hall                      | 23 | Alumni Hall                            |
| 38 | Purill Hall                     | 43 | Maintenance Trades Shop                |
| 39 | Dupont Hall                     | 44 | Storage                                |
| 40 | Sloane Art Center, AFROTC       | 45 | Grounds Shop Vehicle Maintenance       |
| 41 | North Campus Gym                | 46 | Linneth Hall                           |
| 42 | Receiving                       | 47 | Sutton Fire House                      |
|    |                                 | 48 | Herrout Theatre                        |
|    |                                 | 24 | Ryan Hall                              |
|    |                                 | 25 | Nicole Hall                            |
|    |                                 | 26 | 300 Series Townhouses*                 |
|    |                                 | 27 | Tennis Courts                          |
|    |                                 | 28 | Bergeron Education Center*             |
|    |                                 | 29 | Hodson Hall*                           |
|    |                                 | 30 | 100 Series Townhouses*                 |
|    |                                 | 31 | 200 Series Townhouses*                 |
|    |                                 | 32 | Athletic Fields (in preparation)       |
|    |                                 | 49 | Vermont Public Radio                   |
|    |                                 | 50 | Vermont Educational Television         |
|    |                                 | Ⓟ  | Parking                                |
- \*Accessible to handicapped 



## 1989-90 GRADUATE ACADEMIC CALENDAR

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### FALL SEMESTER 1989

September 11  
     Classes Begin  
 September 29  
     Feast of St. Michael  
 October 13  
     Holiday  
 October 20  
     Last day for making up I grades from  
     Summer Session and Spring semester  
 November 1  
     Feast of All Saints  
 November 16  
     Feast of St. Edmund  
 November 22  
     Thanksgiving recess begins at  
     11:30 a.m.  
 November 27  
     Classes resume  
 December 19  
     Classes End

### SPRING SEMESTER 1990

January 15  
     Classes Begin  
 February 16  
     Last day for making up I grades from  
     previous semester  
 February 23  
     Winter recess begins after last class  
 February 28  
     Ash Wednesday  
  
 March 5  
     Classes resume  
 April 11  
     Easter recess after last class  
 April 17  
     Classes resume  
 May 5  
     Classes End  
 May 12  
     Baccalaureate Mass  
 May 13  
     Graduation

### SUMMER SESSION, 1990

Term I  
 May 16  
     Classes Begin  
 May 28  
     Holiday  
 June 22  
     Classes End

Term II  
 June 25  
     Classes Begin  
 July 4  
     Holiday  
 August 3  
     Classes End

## 1990-91 GRADUATE ACADEMIC CALENDAR

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### FALL SEMESTER 1990

September 9  
     Opening Mass  
 September 10  
     Classes Begin  
 September 29  
     Feast of St. Michael  
 October 12  
     Holiday  
 October 19  
     Last day for making up I grades from  
     Summer Session and Spring semester  
 November 1  
     Feast of All Saints  
 November 16  
     Feast of St. Edmund  
 November 21  
     Thanksgiving recess begins at 11:30 a.m.  
 November 26  
     Classes resume  
 December 18  
     Classes End

### SPRING SEMESTER 1991

January 14  
     Classes Begin  
 February 15  
     Last day for making up I grades from  
     previous semester Quarterly reports due  
 February 22  
     Winter recess begins after last class  
 February 27  
     Ash Wednesday  
 March 4  
     Classes resume  
 March 27  
     Easter recess after last class  
 April 2  
     Classes resume  
 April 29-30  
     Final Exams  
 May 4  
     Classes End  
 May 11  
     Baccalaureate Mass  
 May 12  
     Graduation

### SUMMER SESSION, 1991

Term I  
 May 15  
     Classes Begin  
 May 27  
     Holiday  
 June 21  
     Classes End

Term II  
 June 24  
     Classes Begin  
 July 4  
     Holiday  
 August 2  
     Classes End









# SAINT MICHAEL'S COLLEGE

Winooski Park

Colchester, Vermont 05439